

## 2b Working life - The meeting

### Vocabulary

1. Can you explain the differences between these words?

آیا تفاوت بین این کلمات را تشریح کرده می‌توانید؟

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### Vocabulary

2. When you learn a verb, you must be careful to check what kind of language can follow that verb. This is known as the verb pattern. Put the correct verb in each pattern below.

وقتی یک فعل را یاد گرفتید، دقت کنید که بعد از آن چگونه جملات بکار می‌رود.

این ساختار را ساختار فعلی زبانی گویند. این افعال را در ساختار مناسب عبارات فعلی آنها بگذارید.

ask be give matter suggest

- a. To \_\_\_\_\_ an idea to someone.  
b. To \_\_\_\_\_ someone to do something.  
c. To \_\_\_\_\_ someone an overview of the problems.  
d. To \_\_\_\_\_ available all the time.  
e. To \_\_\_\_\_ if we are late.

### Listening / Reading

3. Read / Listen to the following dialogue and answer the questions.

به این گفت و شنود گوش دهید/ آنرا بخوانید و به پرسشها جواب دهید.

At the UN office in Mazar-al-Sharif, the senior manager wants to change working practices. As usual in an office, not everyone agrees with the changes.

یک آمر ارشد دفتر ملل متحد در مزار شریف میخواهد طرز کار دفتر را تغییر دهد.

طبق معمول همه با این تغییرات همنظر نیستند.

- a. What change does the senior manager suggest?  
b. Why does he want to make this change?  
c. Why does Dominique ask Makai to do her copies?  
d. Does Dominique think the senior manager's second idea is a good one?

### The UN office, Mazar-al-Sharif

Senior Manager (SM): Thank you all for coming to the meeting. I want to suggest some changes to the way we run the office. Currently, we ask Makai to do all the photocopying, don't we?

All of the staff: Yes, we do.

SM: Well, I think we should all do our own photocopying so that Makai can work without interruptions on a new report.

Dominique: What's the report about, Makai?

Makai: It's about the refugee situation in this area.

SM: We need the report to decide how much money we need for next year. In order to prepare it quickly, it's important that Makai works without interruptions. So, do you all agree that we do our own photocopying?

Some of the staff: Yeah. Why not?

Dominique: Actually, I'm not so sure that it is a good idea. I ask Makai to do my photocopying so that I can do my work efficiently. My work is important too. I need to be available all the time in order to deal with phone calls. I need to be at my desk to answer the phone.

SM: Yes, that's true Dominique. Perhaps we should buy an answering machine, so that it won't matter when you're away from your desk.

Dominique: An answering machine?!

These example sentences all use language to give the reason or purpose for doing something. Notice the slight differences in the language that follows the linking words, which describes the reason.

این جملات نشاندهنده دلیل گفتن و یا هدف اجرای کاری اند. در جملاتی که دلایل را تشریح میکنند به تفاوت‌های کوچک توجه کنید که بعد از کلمات ارتباطی در ساختار زبانی وجود دارد.

I need to be at my desk **so that** I can answer the phone.

I need to be at my desk **in order to** answer the phone.

I need to be at my desk **to** answer the phone.

5. Answer these questions using the different ways to give reasons.

به این پرسشها از طریق دلایل گوناگون جواب دهید.

- a. *Why are you learning English?*

So that I...

In order to...

To...

- b. *Why do we need a democratic government?*

So that we...

In order to...

To...

6. Complete these sentences in an appropriate way.

این جملات را بطور مناسب تکمیل کنید.

- a. The UN is in Afghanistan...

- b. I want to get a job with an NGO...

- c. Refugees went to Pakistan...

- d. We need to rebuild the roads...

7. Listen to Helena talking about her work in the English Resource Centre in Kabul University. She is a coordinator. What are her duties?

هیلینا مسئول منابع یادگیری زبان انگلیسی در دانشگاه کابل در مورد کارش صحبت میکند.

او هماهنگ کننده امور است. او چه کارهای را عهده دار است؟

Look after the accounting

Service the computers

Give feedback to her boss

Have meetings with Ministers

Manage the Centre when her boss is absent

Manage the building repairs

Manage the room bookings for seminars

Do research

## The Tale of the Versatile Tie

This story is for you to enjoy. As you read or listen to each part, find the answers to the questions. There are more ideas for further practice at the end of the story.

این داستان برای شما برگزیده شده است که از آن لذت ببرید. در آشنای خواندن هر بخش آن بکوشید که به سوالات جواب دریافت کنید. برای تمرین مزید در بخش اخیر داستان مفکوره های بیشتری گذاشته شده است.

- 1 Rasool did not want to hug his brother and sister as he left his home. What was the reason?
- 2 Why did Rasool walk straight into the European man and knock him over?
- 3 The story is called "The Tale of the Versatile Tie". In what unusual way is the tie used?
- 4 Why was Rasool immediately offered a job?

Rasool straightened his tie and his mother patted him on the shoulder.

"It is important to look smart. You should make a good impression", she said. "Don't let your clothes get dirty".

He smiled and waved goodbye. He was nervous ahead of his first interview with the UN. His little brother and sister came round the corner. They were covered in dust and dirt from playing outside.

"Rasool, a hug before you go", they shouted.

Rasool saw their dirty hands and thought of his clean suit.

"No! That is a silly childish thing. Go indoors now."

Freshta and Masood stopped still, and looked about to cry. Rasool turned and left the yard. He was glad he had saved his suit.

Rasool turned to check his brother and sister were not following him. Because he was looking behind, he didn't see the European man with red hair, who was standing by the road, holding a smart briefcase. Rasool walked straight into him and knocked him over. The man's briefcase landed in the road.

"Oh my goodness, I am so sorry" said Rasool.

"Don't worry. Where's my case?" asked the European man.

They both looked into the road, just as a taxi drove past. CRACK CRUNCH.

"No!" they cried together.

The taxi had run over the briefcase and broken the lock. The papers began to fly on the wind.

Rasool and the man gathered the papers, but the briefcase would not lock shut.

"What am I going to do? I have such a busy day today", said the European man.

Rasool felt very guilty. His vanity about his suit had led to this incident.

"Here, take my tie. I think you should use it to hold your briefcase together."

"Oh no, I couldn't", replied the man.

Rasool thought quickly. "My father has a tie shop. Please, take my tie."

The man accepted Rasool's kind offer, and fixed his briefcase with the tie.

"Thank you. I mustn't lose any of these papers. Thank you" said the man.

"Not at all, it was my fault. I am sorry", said Rasool.

Rasool walked sadly to his interview. He had no money to buy a new tie. Now he would not look smart. Now he would make a bad impression. Outside the office he still could not cheer up. A voice called him to come in. Rasool entered the room slowly. There, behind the desk, was the European man with red hair. On the desk, there was a once smart but now broken briefcase, which was held together by a tie. The two men looked at each other and smiled broadly. The European man spoke first.

"Sit down. Now tell me, when can you start?"

**Role play:** Imagine and then act out some scenes from this story with a friend. For example, the conversation between Rasool and the European man in the street and later at the interview.



**Storytelling:** The Versatile tie means the tie with many uses. Think of a new story about a hat, a coat or a bag with many uses.

### 3a Transport and infrastructure - On the road

#### Vocabulary

- The road network is divided into three categories: primary, secondary and tertiary. The secondary and tertiary roads connect towns and villages in rural areas. The primary road network connects cities and countries. In Afghanistan, there are three types of primary road:
  - The Kabul – Herat highway
  - The National Ring Road
  - The international roads

Match each primary road to its description below.

در مقابل تشریح شاهراه ها اسم مناسب آنها را بگذارید.

- This road connects the principal cities, in the east (Kabul), the south (Kandahar) the West (Herat), and the north (Mazar-al-Sharif)
- These seven roads provide important connections between the National Ring Road and international borders with neighbouring countries.
- This road makes a West - East connection across the country via Chaghcharan.

#### Vocabulary

- The following passage describes why roads are important. Put the words in the correct gaps.

این جملات نشان دهنده ارزش شاهراه هاست. کلمات را در خالیگاه های مناسب بگذارید.

asphalt                      country                      enormous                      goods  
land                              infrastructure                      maintenance                      reconstruction                      unity

Roads are the only form of (a) \_\_\_\_\_ transport in Afghanistan and all (b) \_\_\_\_\_ moved in the country have to go by road. The restoration of a functioning economy therefore requires an effective road (c) \_\_\_\_\_. The highway network has been neglected for over twenty years and the task of rebuilding is (d) \_\_\_\_\_. In addition, this network is a symbol of national (e) \_\_\_\_\_ and the economic interdependence of the various parts of the (f) \_\_\_\_\_. (g) \_\_\_\_\_ of the highway will encourage the growth of Afghan companies providing transport services for construction and (h) \_\_\_\_\_. Current priorities include covering main roads with (i) \_\_\_\_\_, repairing bridges and tunnels and increasing the number of roads for villages.

#### Listening / reading

- Aseel works in a regional department of the MPW. He is in a meeting with a foreign road building contractor, Sam, and they are discussing the priorities for the local road network. There are three important jobs that need doing.  
اصیل کارمند دفتر محلی وزارت فواید عامه است. او با سام که قراردادی خارجی اعمار سرکهاست، نشستنی دارد و آنها در مورد اولویت های (اولیت های) ساختمان شبکه سرکها با هم بحث میکنند. سه کار مهم در پیش است که آنها باید بسر رسانند.

#### Acronym Quiz

Are you an AE or an AI?

What does **MPW** stand for?

- Ministry of Public Water
- Ministry of Public Works
- Ministry of Public Walks

What do you think?

- The bridge over the river needs repairing.
- The local section of the main highway needs covering in asphalt.
- Roads to the small villages need building.

Read / Listen to the discussion. Which jobs do they decide to do first, second and third?

به بحث آنها گوش دهید/ آنرا بخوانید. آنها چه تصمیم میگیرند که کدام کار را اول، کدام کار را دوم و کدام کار را سوم اجرا کنند؟

MPW office, Herat

Sam: So, Aseel, what will happen if we do these jobs? How will things improve locally?

Aseel: At the moment, there are many delays with the delivery of goods from Kabul.

If we repair the bridge, we'll reduce the delays which are caused by traffic waiting to use the ferry.

Sam: Yes, but if we cover the main highway with asphalt, we'll also reduce delays. Are the delays a problem at the moment?

Aseel: Yes, they are. The delays mean that all our other reconstruction work is slow.

Sam: And what about the village roads?

Aseel: If we build those roads, we'll be able to deliver medical supplies to the villagers more easily. If we wait to do this work, the villagers won't get the supplies they need, especially in winter.

Sam: But, we need good main roads to get all these things from Kabul, don't we?

Aseel: Yes, that's true. Erm, perhaps we should repair the bridge first and then think about the village roads.

Sam: I agree, and we should leave the asphalt work until last.

Function

4. Talking about future possibilities درمورد امکانات آینده صحبت کردن

When we discuss the effects of possible future actions we use this language.

این ساختار زبانی را زمانی به کار می‌بریم که درمورد تاثیر یک کار آینده صحبت می‌کنیم.

If we **repair** the bridge, we **will reduce** delays.

Find other examples in the dialogue. What is the negative of 'will'?

Practice

5. Look at these sentences. Can you find the mistake in each sentence?  
به این جملات نگاه کنید و ببینید که نادرستی‌های آنها را تشخیص داده می‌توانید؟

- a. If the snow falls early, we won't to finish the repairs this year.
- b. If we fixed the bridge, the number of deliveries will increase.
- c. If we build the village roads, the villagers will to get the medicine that they need.

Practice

6. If you make these changes, what will or won't happen? What will or won't you be able to do?

با آوردن این تغییرات چه واقع می‌شود، و چه واقع نمی‌شود؟ شما چه کرده می‌توانید و چه نمی‌توانید؟

- a. If you study English every day, ...
- b. If there is no rain next year, ...
- c. If you get a new job with an NGO, ...

Afghan voices

7. Shafiqullah travels all over Afghanistan in his job. How does he travel?

شفیق الله برای اجرای وظایفش در سراسر افغانستان سفر می‌کند. او چگونه سفر می‌کند؟

### 3b Transport and infrastructure - Up, up and away

Ideas and experience

1. How much do you know about Ariana Afghan Airlines?
  - i. When was the airline established?
    - a. 1950
    - b. 1955
  - ii. Who designed the airline logo (symbol)?
    - a. The Shah of Afghanistan
    - b. PanAm airline designers
  - iii. What does the logo represent?
    - a. a bird
    - b. a plane
  - iv. Where were the original company headquarters?
    - a. Kabul
    - b. Kandahar
  - v. When was the first jet plane bought by Ariana?
    - a. 1958
    - b. 1968

Listening / Reading

2. Hanif works in the booking office for Ariana Airlines. Megan Jones, a British journalist, calls the office to make a booking. Unfortunately, the telephone line is not clear. Read / Listen to their conversation and answer these questions.

حنیف کارمند شرکت هوایی اریانا است. میگن جونز خبرنگار برتانوی، به دفتر او تیلیفون میکند که تیکت به نامش حفظ کند. با تاسف که خط تیلیفون روشن نیست و سخنان آنها درست شنیده نمیشود. به گفت و شنود آنها گوش داده- به پرسشها پاسخ دهید.

- a. When and to where does Megan want to fly?
- b. Does she make the booking?

Ariana Airlines booking office, Kabul

Megan: Hello, do you speak English?

Hanif: Yes, I do. How can I help?

Megan: I'd like to book two tickets from Kabul to Dubai, to fly on Wednesday next week.

Hanif: I'm sorry, could you say that again? A flight to where?

Megan: To Dubai

Hanif: Dubai. Ok. And when do you want to fly?

Megan: I'm sorry, I didn't catch that, what did you say?

Hanif: When do you want to fly?

Megan: Next Wednesday

Hanif: Right. So, what you want is two tickets to Dubai, travelling next Wednesday.

Megan: Yes, that's right

Hanif: Ok, let me see. One moment please. Oh, I'm afraid we are fully booked on that day.

Megan: I'm sorry, did you say you AREN'T fully booked?

Hanif: No. We ARE fully booked.

Megan: Sorry? What was that? I can't hear you. Hello. Hello!

#### Acronym Quiz

Are you an AE or an AI?

What does UNHAS stand for?

- a. United Nations Humanity Air Service
- b. United Nations Humanitarian Air Service
- c. United Nations Helicopter Air Service

What do you think?

Function

3. Checking your understanding فهم خود را آزمودن

Complete these ways of asking someone to repeat what they just said. Look at the dialogue to help you.

جملات آتی در مورد این است که چگونه میتوان از کسی خواست، سخنان خود را تکرار کند. این جملات را تکمیل کنید. برای کمک به گفت و شنود مراجعه کنید.

- a. I'm sorry, could you **say** that **again**?
- b. I'm sorry, I didn't **catch** that, what **did** you say?
- c. I'm sorry, **did** you say you AREN'T fully booked?
- d. Sorry? What **was** that?

When you want to check your understanding it is a good idea to repeat the main information. Find the example of this in the dialogue.

آنگاه که میخواهید فهم خود را بیآزمایید، بهتر است بخش اساسی معلومات را تکرار کنید. نمونه این روش را در گفت شنود دیده میتوانید.

When you are getting a lot of information, you should summarise the information to check your understanding. Look at the way we introduce this summary.

وقتی معلومات زیاد بدست میآورد و میخواهید بدانید که معلومات را درست فهمیده اید یا خیر، آنرا خلاصه کنید. دقت کنید که ما معلومات را چگونه خلاصه میکنیم.

**So, what you want is** two tickets to Dubai, travelling next Wednesday.

Look at these examples.

So, what you think is that we should fly to Kandahar.

So, what you need is one ticket to Kabul, and two to Dubai.

So, what I should do is take my luggage to the airport and then return to the hotel.

Practice

4. Make summary sentences for the following information. You need to add many words. Look at the example.  
معلومات آتی را در جملات کوتاه خلاصه نمایید. ناگزیر باید کلماتی را بافزایید. به مثالها توجه کنید.

e.g. Need / two single tickets / Frankfurt / three return tickets / Dubai

**So, what you need is** two single tickets to Frankfurt and three return tickets to Dubai.

- a. want / return ticket / Kandahar to Mazar-al-Sharif / Saturday/ 29 September  
b. need / phone number / flight reservations department / Kabul  
c. do / go embassy / collect visa form / complete form / return to embassy  
d. think / travel by road / Pakistan / go Faislabad airport / fly New York

Afghan voices

5. Listen to this conversation in an airline booking office and answer the questions.  
به گفت و شنود در شرکت هواپی گوش داده، به این پرسشها پاسخ دهید.
- a. Where and when does the customer want to fly?  
b. What is the problem and the potential solution?  
c. What does the customer have to do to arrange the flight?  
d. By what time must he do that?



## 4a Refugees, IDPs and housing – Returning home

Ideas and experience

1. One of the effects of the war is the creation of large numbers of refugees and homeless people. How would you describe life for a refugee? What happens and what is life like?

یکی از تأثیرات ناگوار جنگ اینست که عده ای زیاد مردم پناه گزین و بیخانه میشوند. زنده گی یک پناه گزین را چگونه تشریح میکنید؟ چه واقع میشود و زنده گی چگونه است؟

Vocabulary

2. What is the difference between an IDP and a refugee? Write your answer in English.

تفاوت بین شخص بیجا شده از خانه خود در داخل کشور و یک شخص پناه گزین چیست؟ جوابهای خود را به زبان انگلیسی بنویسید.

3. Refugees leave their homes because they fear for their lives. In order for them to return to their home province, they need to feel confident that the situation has improved. The UN and MORR (Ministry of Refugees and Repatriation) organise special information gathering trips for displaced people. Read the UN press briefing below and fill the gaps with the best words.

از اینکه زنده گی پناه گزینان با خطر مواجه میباشد، خانه های خود را ترک میکنند. بمنظور اینکه به ولایت ابایی خود برگردند، آنها باید معتقد شوند که وضع بهبود یافته است. ملل متحد و وزارت عودت کننده گان (سفرهای مخصوص معلومات یابی) برای اشخاص بیجا شده از خانه های شان را سازماندهی میکند. این نامه معلوماتی برای مطبوعات ملل متحد را بخوانید و کلمات را در خالیگاه های مناسب بگذارید.

### Acronym Quiz

Are you an AE or an AI?

What does UNHCR stand for?

- a. United Nations Head Committee for Refugees
- b. United Nations Homeless Co-ordination and Return
- c. United Nations High Commission for Refugees

What do you think?

leaders	see	origin	military	representatives
concerns	settlements	work	meetings	situation
information	violence			

### IDP Go-and- (a) \_\_\_\_ visit underway in Northwest Afghanistan

An effort to give thousands of IDPs and refugees first-hand (b) \_\_\_\_ on conditions in their home province, their area of (c) \_\_\_\_, began today with the arrival in the province of 16 IDP (d) \_\_\_\_ and the UN refugee agency Chief of Mission, Filippo Grandi.

They will meet with local officials, (e) \_\_\_\_ commanders, recent returnees and community (f) \_\_\_\_ to see for themselves the (g) \_\_\_\_ on the ground and to bring back fresh news to the refugee (h) \_\_\_\_ and IDP communities. They represent some 15,000 displaced people who resided in the area until inter-community tension and outbreaks of (i) \_\_\_\_ forced them to flee in late 2001 and early 2002. The meetings will also allow local leaders to hear the (j) \_\_\_\_ of local residents who have fled the area.

There will also be (k) \_\_\_\_ with the British Provincial Reconstruction Team officers to find out how the reconstruction (l) \_\_\_\_ is going.

Listening / Reading

4. Majid Nader is one of the IDP representatives on the go-and-see visit. Read / Listen to him talking to the British Reconstruction Team Officer, David Wilkes, and answer these questions.

مجید نادر نماینده کسانیکست که از خانه های خود بیجا شده اند. او به پروید - و - بینید (رفته است) گفت و شنود او را با عضو گروه بازسازی برتانیه، دیوید ویلکس، بخوانید/ به آن گوش دهید و به پرسشها جواب دهید.

- a. Do the villages now have water?
- b. Why is David asking all returnees to register with the British Reconstruction Team?
- c. Why does Majid recommend providing houses for teachers?

#### North west Afghanistan

Majid: Could you tell us how the reconstruction work is going at the moment?

David: Well, we've re-connected the water supply for all the villages and towns. This means that daily life has really improved but there are still many people without homes. However, now we've finished work on the water supply we can help rebuild their homes. Because of this, we think returnees will only have to wait two months for a house.

Majid: That's all good news. Is it safe in the area now?

David: Well, there are still some security concerns. Because of this, we're asking all returnees to register with us. If they do this, they can get information about mines and other security issues. Do you have any suggestions?

Majid: We understand this area needs professional workers, especially teachers.

David: Absolutely, yes.

Majid: Well, we recommend that you provide housing immediately for such people. This would mean that teachers could start work immediately and they would be happier to return. Then, the schools would have teachers and because of that, more people would return to the area.

David: Oh, yes, that's a really sensible suggestion.

Majid: Thank you.

#### Function

5. Drawing simple conclusions

استنتاج ساده

Which of these examples apply to future possible or imaginary situations?

کدام جملات آتی وضعیت خیالی و ممکنه آینده را نشان میدهد؟

- a. We have re-connected the water supply. **This means that** daily life has improved.
- b. There are security concerns. **Because of this**, we ask you to register with us.
- c. Give teachers houses immediately. **This would mean that** they could work.
- d. The schools would have teachers. **Because of that**, more people would return.

#### Practice

6. Try to write conclusions for these statements. Watch your grammar – past, present or future? – and use your imagination!  
استنتاج این جملات را بنویسید. به گرامر توجه کنید- آیا زمان در آنها گذشته، حال و یا آینده است؟ از خیال خود کار بگیرید.

- |                                  |  |
|----------------------------------|--|
| a. There is a shortage of homes. | b. I have been a refugee for 10 years.     |
| c. You should repair the road.   | d. We don't know the facts.                |
| e. The water supply is working.  | f. There has been a lot of rain this year. |

#### Afghan voices

7. Listen to Farida. Where and when did she learn English?  
به فریده گوش دهید و بگویید که او چه وقت انگلیسی یاد گرفت؟

# ENGLISH FOR TODAY

AN INTERMEDIATE COURSE FOR AFGHANISTAN



## 4b Refugees, IDPs and housing – Rebuilding

### Vocabulary

1. When a refugee returns to their home town or village they often have very few possessions and sometimes they have to rebuild their house. The UNHCR and MORR often provide essential living supplies and house building materials. Look at the vocabulary below and sort it into two categories: **Essential living supplies** and **House building materials**.

و قتی که پناه گزینان به وطن و زادگاه خود برمیگردند، اکثراً با خرداندک چیزی می‌داشته باشند و بعضاً مجبور اند که خانه های خود را دوباره آباد کنند. بسا اوقات سازمان پناه گزینان ملل متحد و وزات عودت کننده گان در بخش مواد اولیه ضرورت زنده گی و مواد ساختمانی آنها را کمک میکند. به کلمات زیرین نگاه کنید و آنها را در دو بخش ازم جدا کنید: مواد اولیه زنده گی و مواد ساختمانی.

tents	bricks	roof beams	charcoal	blankets	plastic sheeting
stoves	doors	windows	kerosene	window frames	shovels

### Essential living supplies

### House building materials

### Listening / Reading

2. Jalil has returned from Pakistan to his home town. He is meeting the local UNHCR representative, Marie, to talk about his needs.
- جلیل از پاکستان به شهر آبابی خویش برگشته است. او با نماینده محلی سازمان پناهنده گان ملل متحد، ماری (میری)، ملاقات میکند که در مورد نیازمندیهایش صحبت کند.

- a. Does Jalil have somewhere to live now?  
b. Does Jalil have a good plan for his rebuilding work?

Marie: Well, Jalil, tell me about your current situation? What do you have and what do you need?  
Jalil: Well, I have returned with my family but our house was destroyed in the war. I want to rebuild my house but we also need things to live now.  
Marie: OK. We can provide many things. Do you need a tent?  
Jalil: No, we don't. We have a small building to live in. But we need a stove and some charcoal.  
Marie: So, how much charcoal?  
Jalil: Can we have four bags now?  
Marie: That's fine. So, what about building materials? How many roof beams and how many window frames do you need?  
Jalil: I would like eight roof beams and five window frames. Thank you.  
Marie: Ok. We can also provide cash grants to pay for labour. How much do you think you need?  
Jalil: Oh, I'm not sure. I don't know how much we need.  
Marie: Right. Shall we discuss your plans a little more and perhaps we can work out how much you need for the job.  
Jalil: Thank you. I really need help with this. Thank you.

### Acronym Quiz

Are you an AE or an AI?

What does UNDP stand for?

- a. United Nations Distribution Policy  
b. United Nations Development Policy  
c. United Nations Development Programme

What do you think?

In English, words for things – nouns – can have different grammar. A noun can be uncountable or countable. Some nouns can be both! Look at these words and decide if they are countable or uncountable.

دريزان انگليسي کلمات نشانه‌دهنده اشيا - نام ها- ميتواند گرامر متفاوت داشته باشد. يک اسم ميتواند قابل شمار و يا غير قابل شمار باشد. بعضي اسم ها ميتواند دارای هردو خصلت باشد! اين کلمات را نگرسته، بگويد که آنها قابل شمار و يا غير قابل شمار اند.

money	a brick	a roof beam	water	a house
charcoal	kerosene	wood	a stove	a door

**Countable**  
(For example, a window)

**Uncountable**  
(For example, plastic sheeting)

4. Asking about quantity پرسش در مورد تعداد يا مقدار يک چيز (کميت)

There are two questions which we use when we ask about quantity.

وقتي در مورد تعداد (کميت) يک چيز ميپرسيم، دو گونه سؤال کرده ميتوانيم.

- a. How much... ?  
b. How many... ?

Which one do we use for countable nouns, which one for uncountable nouns?  
Look at the dialogue to help you.

کدام پرسش در مورد اسم هاي قابل شمار و کدام يک در مورد غير قابل شمار بکار برده ميشود؟ براي کمک به گفت و شنود مراجعه کنيد.

After the noun, there are many different phrases you can use in the question.

در پرسش بعد از اسم ميتوانيد عبارات گوناگون را بکار بريد.

- |                                  |                               |
|----------------------------------|-------------------------------|
| a. How much ____ do you need?    | How many ____ do you need?    |
| b. How much ____ would you like? | How many ____ would you like? |
| c. How much ____ have you got?   | How many ____ have you got?   |
| d. How much ____ do you have?    | How many ____ do you have?    |

5. You work for the UNHCR. A foreign field worker needs more supplies for their region. Prepare questions to ask the field worker to find out what she has already got and what she needs. These are the things you can supply.

شما در سازمان پناهنده گان ملل متحد کارمند هستيد. يک کارمند خارجي در ساحه به مواد بيشتر ضرورت دارد. سؤالاتي بسازيد که با پرسيدن آن از کارمند ساحوي درياييد او چه چيز باخود دارد و به چه چيز نياز دارد. شما ميتوانيد اين چيزها را به او تهيه کنيد.

wood	stoves	kerosene	buckets	plastic sheeting
windows	roof beams	tents	money	
shovels	bricks	window frames	doors	furniture

6. Habib needs some supplies from his company stockroom. What does he want and what does he have to do to get these things?  
حبيب نيازمند تهيه مواد از گدام موسسه است. او چه ميخواهد و براي بدست آوردن آن چه بايد بکند؟

## The Tale of a Sweet Surprise

This story is for you to enjoy. As you read or listen to each part, find the answers to the questions. There are more ideas for further practice at the end of the story.

این داستان برای شما برگزیده شده است که از آن لذت ببرید. در آثانی خواندن هر بخش آن بکوشید که به سوالات جواب دریافت کنید. برای تمرین مزید در بخش اخیر داستان مفکوره های بیشتری گذاشته شده است.

- 1 Abdurahman wanted to return to his country.  
Why did his family disagree with him?
- 2 When Abdurahman found a job with a good salary what was he able to do?
- 3 How did Abdurahman feel when his house was ready?
- 4 When Abdurahman went to find his family they had disappeared.  
Where had they gone?

Abdurahman and his family had been living in a refugee camp for over five years when it was closed and emptied by the officials. Suddenly, they were homeless and life became very difficult. One day, Abdurahman suggested returning to their homeland.

"Let's go back to our own country", he said.

Unfortunately, the rest of the family disagreed, saying, "Well there is nothing left in that country now. Our house is in ruins. So, why bother?"

Despite Abdurahman's long arguments, the family did not agree with him. Finally, they rented a house in the city. Everyone was happy, except for Abdurahman, who was worried about the high rent he had to pay.

Abdurahman decided to go to his country in order to find a job for himself. He was sad to leave his family, but he felt he had no choice. After a long journey and some hard times, he finally got a job with a good salary. The good salary still only meant that he would be able to visit his family once a month. However, he remained hopeful. He said to himself, "It will be hard at first, but I can not only work here, I can also supervise the rebuilding of my house. I will make it a beautiful house and then I will surprise my family. I am sure they will like it."

Months passed and changes happened. Millions of refugees returned to their homeland and there was more hope for a better future in the country. However, Abdurahman was still a worried man. He thought his family would never want to return home. At last the house was ready. Abdurahman was so excited he took some pictures of the house and rushed to find his family, who were so very far away. He was pleased and was laughing in his heart. After many delays on his journey, Abdurahman finally reached the rented house. He called out the names of his loved ones. There was silence. The house was completely empty. Now, his heart stopped laughing.

Abdurahman had wanted to take a sweet surprise to his family, only to find that they had disappeared. He was shocked and worried. He found a neighbour and with fear in his heart asked him about his lost family. The neighbour was surprised to see Abdurahman and told him "After the return of the refugees, your family felt lonely, they missed you. So, this morning they returned to your own homeland saying, 'We will surprise our father'." The neighbour had barely finished speaking before Abdurahman started to run to the bus station. Once again, his heart was laughing. He was extremely happy and he hurried, so as not to miss his own sweet surprise!

**Discussion:** When the refugee camp closed at the beginning of this story Abdurahman and his family had some difficult decisions to make. Make a list of the advantages and disadvantages of returning to their homeland then talk about this with a friend.



**Storytelling:** In this story Abdurahman had to make lots of journeys to see his family. Talk about journeys that you have made or tell a story about someone who makes a journey.

## 5a Communication and the media – The media

Ideas and experiences

1. How do you find out about current affairs? How often do you use these news sources? Never? Occasionally? Often?

در مورد مسایل روز چگونه معلومات بدست میآرید؟ شما ازین منابع خبری چقدر کار میگیرید؟ هیچگاه؟ گاهگاه؟ اکثراً؟

Newspapers  
Radio

Magazines  
The internet

Afghan television  
Foreign satellite television

Vocabulary

2. Can you explain the difference between these pairs of words?  
Translate the words and check your ideas in the glossary.

میتوانید تفاوت میان این کلمات جوره را تشریح کنید؟ کلمات را ترجمه کنید و ترجمه خود را با بخش لغات در اخیر کتاب مقایسه کنید.

- |                         |                  |
|-------------------------|------------------|
| a. Broadcast journalism | Print journalism |
| b. Journalist           | News reader      |
| c. Press release        | News conference  |
| d. Photographer         | Camera crew      |
| e. News report          | News article     |

Listening /  
Reading

3. Read / Listen to the following news conference. The Deputy Minister of Women's Affairs is giving information about the opening of a new training centre for women. What potential problems do the journalists ask about?

این نشست مطبوعاتی را بشنوید / آنرا بخوانید. معین وزارت امور زنان در مورد افتتاح مرکز کورس تربیوی برای زنان صحبت میکند. خبرنگاران در مورد کدام مشکلات ممکنه میپرسند؟

- Minister: So, the opening of this centre means women have a great opportunity to learn how to start their own business. Are there any questions?
- Journalist 1: Yes, could you tell us how long a training course lasts?
- Minister: A course lasts for a total of 20 classes.
- Journalist 1: And how long does a class last?
- Minister: Each class, or training session, lasts two hours.
- Journalist 2: So, could you explain how women who have children can follow the course? It sounds very intensive.
- Minister: Well, we provide child care facilities. So, the women can leave their children there during their classes.
- Journalist 2: And, how can women who have jobs follow the courses?
- Minister: Well, women can do the classes in their own time, they don't need to come every day. They can complete the training over any period of time.
- Journalist 1: Could you just give us...

Function

4. Asking questions پرسیدن سوال

Look at the following questions and notice the differences in word order.

به پرسشهای زیرین نگاه کنید و تفاوت ساختار کلموی آنها را ملاحظه کنید.

- |    |  |
|----|--|
| a. | <i>How long <b>does</b> a class <b>last</b>?</i>   |
| b. | <i>Could you <b>tell us</b> how long a training course <b>lasts</b>?</i>                   |
| c. | <i>How <b>can</b> women who have jobs <b>follow</b> the courses?</i>                       |
| d. | <i>Could you <b>explain</b> how women who have children <b>can follow</b> the courses?</i> |



'a' and 'c' are direct questions, 'b' and 'd' are indirect questions. We often use indirect questions when we talk to strangers and people in authority.

پرسشهای a و c پرسشهای مستقیم و پرسشهای b و d غیرمستقیم است. معمولاً در آشنای صحبت با کسان نا آشنا و یا اشخاصی که دارای مقام اند، از پرسشهای غیر مستقیم کار میگیریم.

### Practice

5. Change these direct questions into indirect ones.  
این پرسشهای مستقیم را به پرسشهای غیر مستقیم برگردانید.

- a. How much does the course cost? → Could you tell me ...  
b. How many students are there in each class?  
c. Why do you offer English tuition?  
d. When can women start training at the centre?

### Practice

#### Acronym Quiz

Are you an AE or an AI?

What does **MOIC** stand for?

- a. Ministry of Information and Culture  
b. Media Office and Information Committee  
c. Media Organisation for Information and Culture

What do you think?

#### Afghan voices

7. Listen to a radio journalist talking about working in Afghanistan. When does he use English in his job?

شما به این خبرنگار رادیوی گوش دهید که در مورد کارش در افغانستان صحبت میکند. او در آشنای انجام وظیفه چه وقت از انگلیسی کار میگیرد؟

#### United Nations Development Programme sponsors intensive IT training to Afghan Government

Next month, Afghan civil servants will follow a training course in using the internet. This is the first of several training courses that we will run during this year. The UNDP and the Ministry of Communications have arranged for an expert from Canada to provide this first course. The course will train people in a variety of internet skills, including web page design. The first trainees are all senior technicians from some of the government ministries. "By the end of the year we plan to train 2500 Afghans, both men and women," says Mr. Murat of the UNDP.

## 5b Communication and the media - Communication

### Vocabulary

1. Communication is essential in the proper functioning of a modern society. Can you translate the following words and phrases, which are all connected with mobile phones? Check your ideas in the glossary.
- مخابرات در پیشبرد امور کشورهای کنونی اهمیت حیاتی دارد. شما کلمات و عبارات زیرین را که همه با تلفیون موبایل ارتباط دارند، ترجمه کرده می‌توانید؟ ترجمه‌های خود را با بخش لغات در اخیر کتاب مقایسه کنید.

hand set      bad reception      voicemail      ring tone  
text message      top-up card      price tariff      pre-paid service

### Listening / Reading

2. Martin works for the UN and he is staying in Kandahar for six months. He needs a GSM mobile phone. Read / listen to him talking to the assistant, Yama, in the Ministry of Communications' shop and answer the questions below.
- مارتین کارمند ملل متحد است و برای شش ماه در قندهار زنده گی میکند. او به تلفیون موبایل GSM ضرورت دارد. به گفت و گوی او با یما، کارمند مغازه وزارت مخابرات گوش دهید/ آنرا بخوانید و به پرسشهای ذیل پاسخ دهید.

### Acronym Quiz

Are you an AE or an AI?

What does GSM stand for?

- a. Government Standard for Mobile communication
- b. Global System for Mobile communications
- c. Geographical System of Messaging

What do you think?

- a. Which phone has a good battery?
- b. How many free minutes do you get on the TALK 300 tariff?
- c. On which phone can you do many different things?
- d. Which phone does Martin choose and why?

### Ministry of Communications' shop, Kandahar

Martin: Hi, good morning. I'm here to ask about phones. I'm interested in these two – the PX5 and the NK2.

Yama: Yes, of course, they are both good phones. Basically, the PX5 is smaller than the NK2, but the battery life is much shorter. The PX5 battery lasts for 5 hours, but the NK2 battery lasts much longer, about twice as long.

Martin: I see. And do you offer them with similar price tariffs?

Yama: Oh yes, they are available on the same price tariffs. We have two different tariffs, TALK 200 and TALK 300.

Martin: What's the difference?

Yama: Well, the TALK 200 costs less money per month than the TALK 300, but you get fewer free minutes, 200 in total. TALK 300 costs a little bit more, about 20 per cent more, but you get 50 per cent more free minutes.

Martin: I see. Can I have the phones on a pre-paid service?

Yama: Yes, you can. We sell top-up cards in dollars.

Martin: Ok. Is there anything else I should know about these phones?

Yama: Well, personally I think the PX5 isn't as good as the NK2. The NK2 menu system is much easier to use and the phone offers more functions.

Martin: Hmm, I don't know...

Yama: You can send emails and there is a camera. But the PX5 does look more modern than the NK2.

Martin: Probably because the NK2 is much larger. Hmm, I think I'll take a PX5, I don't need all these extra functions, and it will fit more easily in my pocket. Could you tell me more about the TALK 300 tariff?

## 3. Making comparisons

صفت های تفضیلی (مقایسه کردن)

Look at these sentences. Which ones compare adjectives, and which ones compare quantities of nouns? Find more examples in the dialogue.

به این جملات نگاه کنید. کدام یک از آنها صفت ها را و کدام یک تعدد اسما را باهم مقایسه میکنند؟ درگفت و شنود نمونه های بیشتر را دیده میتوانید.

AdjectiveNoun

- a. The PX5 is smaller than the NK2.  
b. The battery life is much shorter.  
c. The PX5 looks more modern than the NK2.  
d. The NK2 is much larger.  
g. The TALK 200 costs less money per month.  
h. You get fewer free minutes.

yes

When you make a comparison and use an adjective you either a) add -er to the adjective if it is a short word of one syllable, or b) use 'more' or 'less' before the adjective. You can emphasise the difference with 'much' or 'a little'.

وقتی صفات را باهم مقایسه میکنید، شما یا (الف) در آخر صفات کوتاه یک هجایی er را اضافه میکنید. و یا (ب) پیش از صفات کلمات more یا less را بکار میبرید. شما با کلمات much و یا little میتوانید به تفاوت بین آنها تاکید ورزید.

## Practice

When you make a comparison about the quantity of a noun you use 'more', 'less' or 'fewer'. You can emphasise the difference with much or many (use 'much' and 'less' with uncountable nouns, 'many' and 'fewer' with countable ones).

هرگاه تعدد یک چیز (اسم) را مقایسه میکنید کلمات 'more' یا 'less' و یا 'fewer' را بکار ببرید. با بکار بردن much و many میتوانید روی تفاوت آنها تاکید کنید. much و less را با اسمای غیر قابل شمار و many و fewer را با کلمات قابل شمار بکار ببرید.

4. Look at the information about these two phones and make comparisons. Which phone would you choose?

به معلومات در مورد این تلیفون ها نگاه کنید و آنها را باهم مقایسه کنید. کدام تلیفون را شما میپسندید؟

Model	How heavy?	Battery life	Number of functions	Size of screen	Number of ring tones	Price
TD 40	10 grammes	10 hours	15	5 cm2	30	\$100
PH 77	50 grammes	100 hours	3	10 cm2	200	\$ 110

## Afghan voices

5. Listen to Jamshid talk about a previous job and answer these questions.

به جمشید که در مورد وظیفه قبلی اش صحبت میکند گوش دهید و به این پرسشها پاسخ دهید.

- a. What was his job?  
b. Which company did he work for and in which department?  
c. How did he use English at work?  
d. What information did he use to provide?

## 6a Security, laws and politics - Use your vote

## Ideas and experience

1. How much do you know about your new constitution?  
Try **The Constitution Quiz**.

- i. When did the Loya Jirga officially adopt the new constitution?  
a. 04.01.04                      b. 01.04.04
- ii. How many delegates attended that Loya Jirga?  
a. 502                                b. 602
- iii. The constitution supports a political system based on...  
a. a president and a prime minister          b. a president and two vice-presidents

## Vocabulário

2. Can you explain the difference between these words?

تفاوت میان این کلمات را توضیح کرده می‌توانید؟

- |    |                   |             |               |
|----|-------------------|-------------|---------------|
| a. | National Assembly | Upper house | Lower house   |
| b. | Vote              | Voter       | Election      |
| c. | Nominate          | Elect       | Appoint       |
| d. | President         | Minister    | Civil servant |

Listening /  
Reading

3. At a news conference following the adoption of the new constitution, Sabor is explaining more details about the constitution. Answer these questions.

بعد از تصویب قانون اساسی، صبور در یک نشست مطبوعاتی دربارهٔ آن معلومات بیشتر میدهد.

ی‌ر‌س‌ش‌ه‌ای ذیل را مبنی بر سخنان او پاسخ ارائه کنید.

- Who chooses the president?
- Who decides who selects the candidates for central bank governors?
- What is the electoral difference between the two National Assembly houses?
- Which house has more political strength?

The Presidential building, Kabul

Sabor: So, I will now explain a little more about the election process and the organisation of the political system. As you know we have chosen a presidential system of government. The president is directly elected by the Afghan people. Ministers and the central bank governors are appointed by the president, with the approval of the National Assembly.

Journalist: Could you tell us more about the National Assembly? How many houses does it consist of?

Sabor: The National Assembly consists of two houses: the Wolesi Jirga, which you may translate as the House of People, and the Meshrano Jirga, the House of Elders. The Wolesi Jirga is elected by the Afghan people and there are 250 members.

**Journalist:** What about the Meshrano Jirga?

**Sabor:** The members of the Meshrano Jirga are appointed by the provincial and district councils and the president.

**Journalist:** And how does the system work exactly?

Sabor: Well, new laws are made by the lower house, the Wolesi Jirga. Having been made, the laws are approved by the upper house. Also, the lower house can stop senior appointments and new policies. It's the more powerful of the two houses. Ok any more questions?

## Acronym Quiz

Are you an AE or  
an AI?

What does **ISAF** stand for?

- a) International Security Assistance Force
- b) International Security Armed Force
- c) International Security Afghan Force

**What do you think?**

## Function

4. Using the passive voice

### کاربرد حالت مجهول فعل

Compare these two sentences.

- a. The president is elected by the people. b. The people elect the president.

They have the same basic meaning, but use different grammar. The first is in the passive voice, the second is in the active voice. We use the passive voice when

a) the person who does the action is not known or is not important or

b) the object of the action is very important to the sentence.

In the example above we use the passive because the president is the important focus of the sentence. Notice that the president does nothing, the people do the electing. Complete these examples of the passive. Use the dialogue to help you.

این هردو جمله یک معنی دارند، ولی ساختار گرامری آنها متفاوت است. جمله نخست مجهول و جمله دوم معلوم است. ما جمله مجهول را زمانی به کار میبریم که:

الف) کننده کار نامعلوم و یا موقعش در جمله کم اهمیت است و یا

ب) مفعول جمله مهتر است. در مثال فوق ما جمله مجهول را به کار برده ایم زیرا در جمله رئیس جمهور مرکز توجه است. به یاد داشته باشید که رئیس جمهور هیچ کاری را انجام نمیدهد. گزیدن (انتخاب کردن) کار مردم است. مثالهای آتی جملات مجهول را تکمیل کنید. از گفت و شنود کمک بگیرید.

- Ministers and the central bank governors ...
- The Wolesi Jirga ...
- The members of the Meshrano Jirga ...
- New laws ...
- The laws ...

Practice

- Each of these sentences has a mistake. Can you find the mistakes?

- The news conference were given by a junior minister.
- The election will be hold next month.
- Men and women is given equal rights by the constitution.
- The vice presidents are nominated on the other presidential candidates.

Practice

- Following an interview with an expert, you are writing a report on the creation of the constitution. Your interview notes are all in the active voice. Write the report in the passive voice, changing the notes appropriately.

بعد از مصاحبه با متخصص در مورد قانون اساسی، شما گزارش خود را در مورد ایجاد قانون اساسی تهیه میکنید. شما تمام یادداشت های مصاحبه را به شکل جمله های معلوم نوشته اید. با تغییر مناسب یادداشتها این گزارش را در جمله های مجهول بنویسید.

#### Interview notes

##### **How did we create the constitution?**

- A 35-member team developed the draft constitution over a period of one year.
- We asked nearly half a million Afghans to give their opinion on the draft version.
- We held public meetings in villages and we recorded peoples' opinions on paper or on audio tape.
- 502 delegates attended the Loya Jirga
- The president nominated 50 of the delegates. District councils and regional groups appointed the rest.
- These delegates approved the constitution after three weeks

#### Draft Report

##### **How was the constitution created?**

The draft constitution was developed by...

Afghan voices

- Maneezha is preparing a radio programme about the Loya Jirga. She is checking her ideas with an English colleague.

منیژه در مورد لویه جرگه برنامه رادیویی تهیه میکند. او مفکوره هایش را با یک همکار انگلیسی اش در میان میگذارد.

- What language mistake does Maneezha make?
- What issues is this programme focussing on?
- What question is asked in the vox pops (short interviews)?

# ABOUT THIS BOOK AND HOW TO USE IT

## **Hello and welcome to English for Today – an intermediate English Language course for Afghanistan.**

The aim of this course is to help you improve your ability to communicate in English. The course has been specially written to reflect the current context for the use of English in Afghanistan. English is needed to talk to and work with the members of the international community who live and work in Afghanistan. It is also important as a global language.

The course has a strong focus on functional English. This is the language that you use to achieve particular communicative aims. For example, making an offer or giving an opinion. You will also find plenty of opportunities to engage in listening and reading activities and to build your vocabulary. There are eight themed units, each divided into two sections - a and b.

## **What does a unit contain?**

Each unit contains different types of exercise which provide listening, reading, vocabulary and functional language practice. The instructions for each exercise are translated into Dari.

Ideas and experience

**This is an opportunity to think about the unit topic, to see what language you already know.**

Vocabulary

**This gives you some specific vocabulary connected to the unit topic**

Listening / Reading

**This shows you functional English in use. Usually it is in the form of a dialogue and there are comprehension questions.**

Function

**This explains the functional language taught in this unit. For example, giving advice.**

Practice

**This gives you the opportunity to practise the functional language point.**

Afghan voices

**This provides more listening practice. You can hear Afghans talking in English about their lives in Afghanistan (cassette) and you can read their words.**

Acronym Quiz

**A chance to test your knowledge of all those organisations with acronyms!**

## **What else is there in this course?**

- There are four stories for you to enjoy, with some questions and ideas to help your understanding and to get you talking.
- There is a glossary for each unit at the back of the book with translations in Dari.
- There are answers for the exercises.
- If you have a cassette (optional) this contains recordings of the dialogues, the stories and the Afghan voices.

## 6b Security, laws and politics - Seeking stability

### Ideas and experience

- How would you describe the current security situation in Afghanistan? Try to answer these questions.  
شما وضعیت کنونی امنیتی افغانستان را چگونه ارزیابی میکنید؟ بگوئید که به این پرسشها پاسخ دهید.
- How effective is the police force?  
How large is the Afghan National Army?  
Is there a problem with terrorism?  
Do local militia and mujahideen factions still exist?  
Are aid workers, both Afghan and foreign, working under threat of danger?

### Vocabulary

- Look at these words connected to the security situation. Which are verbs, which are nouns?  
کلمات آتی به وضعیت امنیتی ارتباط دارد. افعال و اسم ها را از هم جدا کنید.

a. stabilise	destabilise	stabilisation	destabilisation	stability
b. militarise	demilitarise	militarisation	demilitarisation	militia
c. arm	disarm	arming	disarming	army

### Practice

- Try to complete the following sentences with a word from exercise 2. You may need to change the form of the verbs, if you use them.  
بگوئید که جملات ذیل را با کلمات تمرین شماره دوم تکمیل کنید. در صورت کاربرد افعال شاید به تغییر شکل آنها نیاز داشته باشید.

- In order to \_\_\_\_\_ the country, we need to improve security across Afghanistan.
- The local militia must be \_\_\_\_\_. They must give their guns to the government.
- In Kabul there should not be any armed groups, the \_\_\_\_\_ of Kabul is part of the Bonn peace agreement.
- We need a national \_\_\_\_\_ that is strong and loyal in order to maintain security.

### Listening / Reading

- John is a foreign journalist. He has returned to Afghanistan after spending six months in his home country. He meets his Afghan friend Omar for tea and a chat. John is interested in the current security situation in Afghanistan, from an Afghan's point of view. Read / Listen to their conversation and answer the questions below.

جان یک خبرنگار خارجیست. او بعد از سپری نمودن شش ماه در کشور خویش به افغانستان برگشته است. او رفیق افغان خود - عمر را برای صرف چای و گفت و گوی (اختلاط) ملاقات میکند. جان میخواهد بداند که یک افغان وضعیت کنونی امنیتی را چگونه ارزیابی میکند. به سخنان آنها گوش دهید/ آنرا بخوانید و به پرسشهای ذیل پاسخ ارائه کنید.

### Acronym Quiz

Are you an AE or an AI?

What does DDR stand for?

- Demining, Destabilisation and Reconstruction
- Disarmament, Demobilisation and Reintegration
- Demilitarisation, Democratisation and Remobilisation

What do you think?

- Does Omar think the security situation is improving?
- Do disarmed militia members receive anything from the government?
- Does Omar think all the problems will be resolved soon?

### An Afghan restaurant, Herat

John: So, tell me, Omar, do you think life is getting safer at the moment?

Omar: Oh, I think so, although it's hard to tell. I think the DDR programme is making progress. More and more members of different militia are being disarmed and they are leaving the militia to reintegrate into general society.

John: Yes, I know. But do you think these former fighters are being successfully reintegrated? Are there enough jobs for them?

Omar: I don't know. The government is working hard to improve the economy, but it is a slow process I guess.

- John: Is the government still giving the disarmed militia members clothes and money?  
 Omar: Yes, I believe so. But really, we need to be increasing the size of the army.  
 John: But isn't it increasing?  
 Omar: Well, it is. But the soldiers aren't being paid enough. Many of them are leaving because of this.  
 John: Let's hope that changes soon. So, basically, things are getting better, but...  
 Omar: ...but it's a long process.  
 John: Exactly. More tea?  
 Omar: Oh, thank you very much.

Function

5. Talking about the current activities صحبت در مورد فعالیتهای جاری

Look at the following phrases. They all describe **activities** happening at the moment, and some also talk about **change**. Notice the grammar that we use. Which 2 sentences use the passive voice?

به عبارات ذیل نگاه کنید. آنها همه فعالیتهایی را تشریح میکنند که همین الان جریان دارد. عدة این جملات در مورد تغییرات صحبت میکنند. به کاربرد گرامر توجه کنید. کدام دو جمله دارای ساختار مجهول است؟

- a. The DDR programme **is making progress**.
- b. Some members of different militia **are being disarmed**.
- c. They **are leaving** the militia.
- d. These former fighters **are being** successfully reintegrated.
- e. The government **is working** hard to improve the economy.
- f. **More and more** of them **are leaving**.

6. Talk about life in Afghanistan now. What is happening? What changes are taking place? You can use sentences like those in exercise 5 and the vocabulary below to help you.

دربارهٔ زندگی در افغانستان صحبت کنید. چه واقع میشود؟ چه تغییراتی رخ میدهد؟ میتوانید جملاتی چون جملات تمرین شماره پنجم را بکار ببرید. برای کمک از کلمات ذیل کاریگیرید.

Roads/build  
Children/go/school

Refugees/return  
Rural areas/get/safe

Use of mobile phones/rise  
Number of mines/decrease

Afghan voices

7. Listen to a journalist talk about the DDR programme. What information does he give?

به خبرنگاری که در مورد برنامهٔ خلع سلاح و بازگشت به زندگی عادی صحبت میکند گوش دهید. او چه معلومات ارائه میکند؟



## The Tale of a Lifetime's Savings

This story is for you to enjoy. As you read or listen to each part, find the answers to the questions. There are more ideas for further practice at the end of the story.

این داستان برای شما برگزیده شده است که از آن لذت ببرید. در آشنای خواندن هر بخش آن بکوشید که به سوالات جواب دریافت کنید. برای تمرین مزید در بخش اخیر داستان مفکوره های بیشتری گذاشته شده است.

- 1 Why was Sakhi worried about the checkpoint on the road home?
- 2 What did Sakhi's wife do with their savings?
- 3 When they arrived at the checkpoint Sakhi saw something that made his dreams vanish. What was it?
- 4 Sakhi thought that they would have no money for the bus fare or for food. Why was he wrong?

Hearing that security was improving and that the warlords were handing over their weapons, Sakhi decided to move back to his village so that he would be living in his own house and working on his own farm. However, he was still a little scared because of one particular checkpoint on the road home. He was worried because many people had said that the men guarding the checkpoint were actually thieves. He decided not to tell his wife about his fears, as he didn't want to worry her. The next day, they started their journey, with Sakhi praying for a safe trip.

As they travelled, Sakhi kept telling his wife that, because of the improved security, there was nothing to worry about, but in his heart he was praying and he was full of fear. He was worried that the thieves would steal his savings. The closer they got to the checkpoint the faster his heart beat. Finally, he told his wife about his worries and said, "Perhaps we shouldn't go. It's too much of a risk." She said, "It is too late to turn back now. We must go on." To his surprise, she took the savings and hid them under her burkha. "They may not search women", she said

Sakhi looked at his wife and said "But they are thieves, they can do anything." "Let's pray for good" said his wife. Upon reaching the checkpoint, Sakhi noticed a woman among the guards. All of a sudden, he felt his dreams vanish. He whispered to his wife "Everything is gone; they also have a female thief to search women. We'll lose everything." The bus stopped and everyone got off, as the guards watched carefully, with their hands on their guns. The women were sent to a separate hut to be searched and the men were searched by the road. When the search was finished, the guards apologised for the delay and let the bus go.

Back on the bus, Sakhi asked his wife, "Have they left any money for the fare? Have they left us any for food?". His wife smiled and happily said that they had not taken anything from them. Sakhi could not understand. He asked the driver about the matter. The driver said "These guards were from the national police. The others who used to control this checkpoint are gone." Sakhi then asked about the woman among them. The driver smiled and said "We are a democracy now. Once again a woman can also be a police officer. At least now women search women." Sakhi returned to his seat and smiled to his wife. Things were definitely improving.

**Discussion:** Imagine that you are in the same situation as Sakhi and his wife at the start of the journey. Discuss your plans and your fears about returning to your village.



**Storytelling:** Imagine what could have happened to Sakhi and his wife when they finally arrived at the village and tell the next part of their story to a friend.

## 7a Health and safety – Fighting diseases

### Vocabulary

1. Can you translate these words related to health? Which are uncountable?  
آیا این کلمات مربوط به صحت را ترجمه کرده می‌توانید؟ کدام یک از آنها اسم‌های غیرقابل شمار اند؟

hygiene	medicine	amputation	vaccination	sanitation
diet	vitamins	malnutrition	midwives	disease

### Vocabulary

2. Can you translate these diseases and health problems?  
آیا می‌توانید این امراض و پرآلیم‌های صحتی را ترجمه کنید؟

Malaria      diarrhoea      tuberculosis (TB)      polio      diphtheria

### Listening / Reading

3. Maria, an Italian nurse, has come to Afghanistan to work in a mobile health clinic. The clinic supervisor, Razia, tells her the schedule for a typical day. Read / Listen to the dialogue. In what order do they do these different tasks?  
ماریا یک نرس ایتالیست که به افغانستان آمده تا در یک کلینیک سیار کار کند. رضیه- سوپروایزر کلینیک تقسیم اوقات یک روزه کار را برایش تشریح میکند. گفت و شنود آنها را بخوانید / گوش دهید. این وظایف را آنها به چه ترتیب انجام می‌دهند؟

- |                                    |                          |
|------------------------------------|--------------------------|
| a. Distribute medicine             | d. Organise the patients |
| b. Run the mother and child clinic | e. Vaccinate patients    |
| c. Have something to eat           |                          |

#### Mobile Health Clinic, West Afghanistan

Razia: Before I show you the equipment, Maria, I'll just talk you through a typical day.

Maria: Sure, I imagine the days are quite long.

Razia: I'm afraid so. There is so much to do. We begin each day in a village by organising the patients. We decide who needs to see a doctor and who needs a vaccination, for example.

Maria: Fine.

Razia: Once we have done that, we start giving the vaccinations – this week we are vaccinating against polio. This usually takes a couple of hours.

Maria: Ok.

Razia: Then, having done that, we take a break for lunch.

Maria: I'm surprised you have time for lunch!

Razia: Ah, but after eating lunch, we hold the mother and child clinic. We give advice on child care and check the children for signs of malnutrition.

Maria: Is that a big problem here?

Razia: I'm afraid it is. When we have finished this clinic, we hand out medicines to those who need them and then we pack up in order to go to the next village.

Maria: Well, I think I am going to have a very busy time.

Razia: You certainly are but I'm sure you'll enjoy it.

### Acronym Quiz

Are you an AE or an AI?

What does WHO stand for?

- a. Women's Health Organisation
- b. World Health Office
- c. World Health Organisation

What do you think?

### Function

4. Talking about the order of events      **صحت درمورد ترتیب اموریأ حوادث**

There are different ways to say that you do one thing after another. Look at these examples from the dialogue.

به طریقه‌های گوناگون می‌توان گفت که کدام کار را بعد از کار دیگری اجرا می‌کنید. به این نمونه‌ها که از گفت و شنود گرفته شده‌اند - توجه کنید.

**Once we have done that**, we start giving the vaccinations.

**Having done that**, we take a break for lunch.

Find two more different ways to talk about order that are used in the dialogue.

دو طریق دیگر صحبت کردن درمورد ترتیب امور را در گفت و شنود دریابید.

Practice

5. Complete these sentences with the correct form of the verb.  
این جملات را با بکار بردن شکل درست افعال تکمیل نمایید.

make                      write                      read                      publish

- a. Once I \_\_\_\_\_ the report, I give it to the senior manager.
- b. \_\_\_\_\_ the report, the senior manager gives it back to me with suggested changes.
- c. After \_\_\_\_\_ the necessary changes, I publish the report on the internet.
- d. When I \_\_\_\_\_ the report on the internet, I tell the senior manager so that he can check it online.

Practice

6. Describe the different stages of these processes.  
مراحل مختلف این امور را تشریح کنید.

- a. Your journey from your bed to your place of work / study.
- b. The preparation of a simple meal.
- c. The work you do in a typical day.
- d. Applying for a job.
- e. Building a house.

Afghan voices

7. Shafiqullah works for an educational NGO. His work involves visiting villages and towns all across Afghanistan. Listen to him talking about the different stages his work goes through. Put these stages or events in the correct order.  
شفیق الله کارمند یک موسسه تعلیمی غیر دولتی است. وظیفه او چنین است که در سراسر افغانستان به قریه ها و قصبات سفر کند. به سخنان او گوش دهید که مراحل مختلف کارش را تشریح میکند. این مراحل و امور را به ترتیب مناسب قرار دهید.

- a. He travels to different provinces in Afghanistan.
- b. He is given the discussion issues and topics by the writers.
- c. He holds meetings with villagers and they discuss the issues.
- d. People learn things from the drama about the important issues.
- e. The issues are put in the drama 'New Home, New Life'.
- f. He records the villagers' ideas and opinions.
- g. There is a consultative meeting with the writers about the report.
- h. He returns to Kabul.
- i. The drama is broadcast to Afghanistan.
- j. He writes a report for the writers.

## 7b Health and safety – Safety first

### Vocabulary

1. The long war in Afghanistan has left a cruel legacy of mines and unexploded bombs. Do you know the meaning of these words and phrases?  
جنگ طولانی در افغانستان از خود میراث ماینها و بمب‌های منفجر نشده بجا گذاشته است. شما معانی این کلمات و عبارات را میدانید؟

anti-personnel mines	minefield	demining
mine clearance operations	mine awareness	
cluster bombs / munitions	UXO	

- a. How has your life been affected by mines and UXO?  
b. Do you know how to identify a marked minefield?  
c. Why are the colours white and red important?  
d. What does a pile of stones mean?

### Vocabulary

2. Look at these words. They are examples of word building.

به این کلمات نگاه کنید. اینها مثالهای ساختار کلموی اند.

aware	awareness	unaware
-------	-----------	---------

- a. What parts of speech are they? Are they verbs, nouns, adjectives or adverbs?  
b. Which two words have an opposite meaning?

الف اینها چه بخشی از زبان اند؟ فعل- اسم- صفت و یا قید؟  
ب کدام دو کلمه با هم معانی مختلف دارد؟

Answer the same questions for these words, and put the correct word in each sentence below.

در مورد کلمات آتی نیز به همین پرسشها پاسخ دهید و در جملات ذیل کلمات مناسب آنها را بگذارید.

clear	clearance	cleared	uncleared
detect	detection	detectable	undetectable
remove	removal	removable	unremovable
explode	explosion	exploded	unexploded

- a. We use dogs to \_\_\_\_\_ mines, and then we clear the area.  
b. Some mines are \_\_\_\_\_, so we explode them without moving them.  
c. \_\_\_\_\_ bombs are a danger to children, who think they are toys.  
d. It takes a long time to completely \_\_\_\_\_ a mined area, to make it safe.  
e. Did you hear that noise? It was an \_\_\_\_\_.  
f. This is a \_\_\_\_\_ area. It is safe to farm here now. At last.

### Listening / Reading

3. Bill and Andy work for an NGO dealing with landmines. They have a small amount of money to fund a mine risk education project in one area of Afghanistan. However, they are not sure which is the best way to spend the money.

بل و اندی کارمندان موسسه غیردولتی اند که وظیفه ماین پاکي را عهده دار است. آنها پول کمی در اختیار دارند که در یک بخش از افغانستان پروژه آگاهی از خطر ماینها را با آن تمویل کنند. ولی آنها مطمئن نیستند که بهترین راه به مصرف رساندن آن پول کدام است.

- a. What are the problems with Andy's suggestions?  
b. Why are Bill's suggestions good ideas?

### Acronym Quiz

Are you an AE or an AI?

What does MDC stand for?

- a. Mine Deployment Centre
- b. Mine Detection & Dog Centre
- c. Mine Destruction Centre

What do you think?

### Function

### Practice

### Afghan voices

#### NGO office, Baghyam Province

- Andy: I think we should spend the money on posters and leaflets which give information about mines. We can put them into the bus stations and shops.
- Bill: I'm afraid I disagree. We need to think about who's affected by mines in this area. Children are in the most danger - will they read the posters and leaflets?
- Andy: Well, they might do. We could also have a programme on the radio, especially for children.
- Bill: I see what you're saying, but I think that would be too expensive. I think we should go to where the children are.
- Andy: What do you mean?
- Bill: We should go to the schools. I think we should train the teachers so that they can teach the children about mines.
- Andy: I see. Yes, that's a good idea.
- Bill: And there's more. Once they have learnt about the mines, the children can teach their families and other children who are not in school. What do you think?
- Andy: I completely agree with you, because that probably won't cost too much money and it should be effective. Good idea!

4. Giving opinions, agreeing and disagreeing.

نظر دادن، موافقت و یا مخالفت کردن

Look at these phrases from the dialogue. Are they used to give opinions, to agree or to disagree?

به این عبارات از گفت و شنود بالایی توجه کنید. آیا از این عبارات برای ارائه نظر، موافقت و یا مخالفت کار گرفته شده است؟

- |                              |                                       |
|------------------------------|---------------------------------------|
| a. I think we should ...     | d. I'm afraid I disagree.             |
| b. I think that would be ... | e. I see what you are saying, but ... |
| c. Yes, that's a good idea.  | f. I completely agree with you.       |

5. Write short dialogues between two people which follow this pattern.

گفت و شنودی را بین دو نفر بنویسید و از این نمونه ها پیروی کنید.

- A: Give an opinion  
B: Say you disagree. Give a different opinion.  
A: Agree with B's opinion, say why you agree.

Talk about these topics...

- a. Ways to improve your English language level.
- b. Ways to improve your local transport system.
- c. The best singers/poets/writers/sports players.
- d. The most beautiful part of Afghanistan.
- e. The best ways to stay fit and healthy.

6. Listen to a journalist talking about the mine situation in Afghanistan in 2004. What information does he give?

به خبرنگاری که در مورد وضعیت ماینها در سال 2004 در افغانستان صحبت میکند، گوش دهید. او چه معلومات میدهد؟

## 8a Education and training - Studying

Ideas and experience

1. Describe your education and qualifications. Where and when have you studied? What examinations have you taken and passed? What certificates and qualifications do you have?

تحصیل و شهادتنامه های خود را تشریح کنید. چه وقت و در کجا تحصیل کرده اید؟ چی امتحانات را گذشته و در آن موفق شده اید؟ چی تصدیقنامه ها و شهادتنامه ها را در دست دارید؟

Vocabulary

2. Can you explain the differences in meaning between these pairs of phrases?

تفاوت بین معانی این هر جوره عبارات را تشریح کرده میتوانید؟

- |                         |                               |
|-------------------------|-------------------------------|
| a. a school subject     | a school certificate          |
| b. a university degree  | a post-graduate qualification |
| c. university fees      | a university scholarship      |
| d. an arts subject      | a science subject             |
| e. to graduate in maths | to graduate from a university |

Listening / Reading

3. Lema wants to apply for a scholarship that will allow her to study abroad. She is meeting a local NGO representative, Diana, to get more information about applying for the scholarship. Read / Listen to the dialogue and answer the questions.

لیمه میخواهد بمنظور پیشبرد تحصیلاتش در خارج برای اخذ یک سکالرشپ (بورس تحصیلی) درخواستی دهد. او با دینا، نماینده محلی موسسه غیردولتی ملاقات میکند که در مورد شرایط درخواستی برای سکالرشپ معلومات بیشتر بدست آورد. گفت و شنود آنها را بخوانید/ به آن گوش دهید و به پرسشها پاسخ دهید.

### Acronym Quiz

Are you an AE or an AI?

What does UNESCO stand for?

- a. United Nations Environment, Science and Commerce Organisation  
b. United Nations Educational, Scientific and Cultural Organisation  
c. United Nations Education, School and College Organisation

What do you think?

- a. Do you think the scholarship would support someone on a poetry course?  
b. Can you get a scholarship if you are very rich?  
c. Does Lema need to do a test?

### Meeting room, NGO offices

Lema: So, could you tell me about the selection criteria and process? What do I have to do to get a scholarship?

Diana: Well, first of all you have to decide where and what you want to study. For this scholarship, you have to study something that will probably lead to employment, that will help you get a job.

Lema: Something like medicine?

Diana: Exactly. Also, you have to be younger than 28 and you mustn't have any other means of financial support for your studies.

Lema: No problem there!

Diana: Ok. Then, you just have to complete the application form and provide copies of your school examination certificates.

Lema: So, I don't have to do a test.

Diana: No, you only have to do a test if you've lost your school certificates.

Lema: Well, I haven't lost mine, fortunately.

Diana: Right. So, would you like an application form?

Lema: Yes, please.

When you want to do something, for example apply for a scholarship and there are things you need to do, we use the following language.

وقتی میخواهید کاری را بسر رسانید، بگونه مثال میخواهید به یک سکالرشپ (بورس تحصیلی) درخواستی دهید، شما مجبورید که یک سلسله کارهایی را انجام دهید. درینصورت ما زبان آبی را بکار میریم.

What **do I have to** do to get a scholarship?  
You **have to** decide where you want to study.  
You **have to** complete the application form.

This means that you have no choice. If you don't complete the application form, you cannot get a scholarship.

این بدان معنی است که شما انتخاب دیگری ندارید. اگر ورق درخواستی را خانه پری نه کنید، نمیتوانید سکالرشپ (بورس تحصیلی) را بدست آید.

Look at these two sentences. Which sentence means it is not necessary to do something; which sentence means you definitely cannot do something?

به این دو جمله ذیل نگاه کنید. کدام یک از آنها چنین معنی میدهد که این حتمی نیست شما یک کاری را انجام دهید و کدام یک معنی میدهد که شما اجازه ندارید کاری را انجام دهید؟

- a. You **mustn't** have any other means of financial support for your studies.
- b. You **don't have to** do an interview.

## Practice

5. Look at the following situations or processes. Describe what you have to do and what you **mustn't** do.  
به وضعیت و یا جریان ذیل نگاه کنید. تشریح کنید که چه باید بکنید و چه نباید بکنید؟

- a. You are 16 years old and in the future you want to go to university.
- b. You want to get a job as a translator for the UN.
- c. You find an unexploded mine near a school.
- d. You want to fly to Pakistan.

## Afghan voices

6. Mohammed works for an NGO. Listen to him talking about the mobile libraries.  
محمد کارمند یک موسسه غیر دولتی است. به سخنان او گوش دهید. او درمورد کتابخانه های سیار صحبت میکند.

- a. When was the library project established?
- b. What are the two aims of the library project?
- c. What do they do if they cannot find a book on a requested topic?
- d. What subjects does Mohammed mention?



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## 8b Education and training - My life's vocation

### Vocabulary

1. Learning new vocational skills gives people a chance to make a better future for themselves and Afghanistan. The following training courses are common in Afghanistan. Can you match the name of the course with the skills that are learnt on that course? Which course would you like to do?

یادگیری مهارت‌های جدید مسلکی به مردم این امکان را می‌دهد که برای خود و افغانستان آینده بهتر بسازند. کورس‌های تربیوی ذیل در افغانستان زیاد معمول اند. آیا می‌توانید میان کورس تربیوی و مهارتی که در آن فرا گرفته میشود، خط بکشید؟ شما کدام کورس را تعقیب خواهید کرد؟

- |                        |  |
|------------------------|--|
| a. Construction skills | 1. sewing, making clothes                |
| b. Carpet weaving      | 2. fixing lights and electronic machines |
| c. Embroidery          | 3. fixing cars and motorbikes            |
| d. Tailoring           | 4. reading and writing skills            |
| f. Vehicle mechanics   | 5. using spreadsheet software            |
| g. Literacy            | 6. bricklaying, roofing                  |
| h. IT skills           | 7. decorating textiles and clothes       |
| i. Electrical repairs  | 8. making floor coverings                |

### Vocabulary

2. Read the news report about a new vocational training centre in Afghanistan and fill the gaps with an appropriate word.

این گزارش خبری درمورد یک مرکز جدید تربیوی مسلکی در افغانستان را بخوانید و این کلمات را در خالیگاه‌های مناسب بگذارید.

- |           |              |             |           |          |
|-----------|--------------|-------------|-----------|----------|
| a. living | b. technical | c. graduate | d. trade  | e. grant |
| f. tool   | g. train     | h. expenses | i. sewing | j. old   |

### Acronym Quiz

Are you an AE or an AI?

What does

**AWEC** stand for?

- a. Afghan Workers' Employment Committee
- b. Afghan Workers' Education Centre
- c. Afghan Women's Educational Center

What do you think?

### Vocational training centre opens

AVTO has finished constructing a vocational training centre in the Paktya province. The centre will (1) \_\_\_\_ people in various (2) \_\_\_\_ skills including construction, mechanics, agriculture, nursing and literacy.

The centre is aiming at two groups of people: the young people who have grown up knowing nothing but war, and are too (3) \_\_\_\_ to return to school, and widows.

Thirty widows will attend the first literacy and sewing course from next week. The women will learn to operate a (4) \_\_\_\_ machine and go to literacy classes five hours a day, six days a week, for three months. This combination will improve the women's education and give them a (5) \_\_\_\_ so that they can support their families. When they (6) \_\_\_\_, they will receive a sewing machine, some cloth and other tools so that they can make a (7) \_\_\_\_ as a seamstress. During the training, each trainee will receive a (8) \_\_\_\_ of \$25 a month and travel (9) \_\_\_\_ will be paid.

The first courses in construction skills will begin in one month. Graduates from these courses will receive a (10) \_\_\_\_ kit and a government certificate.

### Listening / Reading

3. These four people are following vocational training courses. Read / Listen to what they say and answer the questions.

این چهارتن در یک مرکز تربیوی جدید مسلکی درس می‌خوانند. سخنان آنها را بخوانید / به سخنان آنها گوش دهید و به پرسشهای آتی پاسخ دهید.

- a. What course is each person doing? Choose from these possibilities.

- |                                   |                                |
|-----------------------------------|--------------------------------|
| 1. An embroidery course           | 2. A computing course          |
| 3. A course in electrical repairs | 4. A course in vehicle repairs |

- b. What opportunities will the courses provide for them?
- A: This course is very good for me. I am learning how to decorate textiles and clothes and at the end of this course I will get a sewing machine. This will mean that I can work at home and earn money to look after my children.
- B: I'm really enjoying my course. We are learning how to fix cars and motorcycles. Completing the course and getting the certificate will give me the chance to get a job as a mechanic.
- C: My course is hard work. I am learning so many new things – word processing, how to use the internet, spreadsheets. It's great. Doing this course will give me the opportunity to apply for an office job with an NGO, or the UN.
- D: This course is very useful. I have learnt how to repair lights and to install lighting systems in new houses and buildings. At the end of the course, I will get a tool kit. This will allow me to set up my own business as an electrician and earn my own living.

#### Function

4. Talking about opportunities صحبت کردن در مورد امکانات و فرصت ها
- The training courses will help people in the future. They provide new opportunities for people. Look at the way people talk about opportunities.
- کورسهای تربیوی مردم را در آینده آنها کمک میکند. این کورسها برای آنها امکانات و فرصتهای جدید باز میآورد. ببینید که مردم در مورد امکانات و فرصتها چگونه صحبت میکنند.

- a. This will **mean that I can** work from home and earn money to look after my children.
- b. Getting the certificate will **give me the chance to** get a job as a mechanic.
- c. Doing this course will **give me the opportunity to** apply for an office job with an NGO.
- d. This will **allow me to** set up my own business as an electrician and earn my own living.

#### Practice

5. Try to complete these sentences with suitable endings or beginnings.
- جملات ذیل را با کلمات و یا عبارات مناسب تکمیل نمایید.

- a. Speaking English has given me the opportunity to ...
- b. ....will mean that you can phone your family at any time.
- c. Getting a scholarship will give me the chance to ...
- d. ....will give him the chance to visit his Grandmother in Peshawar.
- e. Learning to use a computer will mean that I can ...
- f. Buying a car allowed me to ...
- g. ....allowed us to get better jobs.
- h. Having peace in our country gives us the chance to...

#### Afghan voices

6. Listen to the cassette. Why does Shafiqullah think it is important to learn English in Afghanistan?
- به نوار (کسیت یا فیته) گوش دهید. چرا شفیق الله فکر میکند که یادگیری زبان انگلیسی در افغانستان ارزشمند است؟

## The Tale of the Wise Donkey

This story is for you to enjoy. As you read or listen to each part, find the answers to the questions. There are more ideas for further practice at the end of the story.

این داستان برای شما برگزیده شده است که از آن لذت ببرید. در اثنای خواندن هر بخش آن بکوشید که به سوالات جواب دریافت کنید. برای تمرین مزید در بخش اخیر داستان مفکوره های بیشتری گذاشته شده است.

- 1 Shereen Agha saw something he really wanted. What was it?
- 2 How did Shereen Agha cross the fast running stream, and what happened next?
- 3 Shereen Agha's foot was throbbing with pain and his friend suggested a remedy. What was it? Do you think it was a good idea?
- 4 What different places did the wise donkey pass through as he carried Shereen Agha along? Where did they end up?

The sun was climbing in the sky as Shereen Agha tied up his donkey in the shade of a willow tree. With bare feet and a basket filled with tomatoes he sat down to rest next to a fast-running stream. He had been picking tomatoes since early morning, and he was looking forward to selling them for a good price in the market that day. He looked across the stream and saw, to his great surprise, a strong healthy tomato plant. On this plant, he saw the largest, reddest tomato he had ever seen. His mouth began to water. "How tasty that tomato must be," he thought. "I must have it, but how can I reach it?"

Shereen wanted that tomato so much that he decided to jump across the fast running stream. He took several deep breaths and, with all his strength, he ran towards the stream. He ran as fast as the wind and jumped as high as a bird. He saw the water pass beneath him, and smiled. "I've done it, I've done it," he shouted. But, as he landed, he screamed with pain. "Aaaargh!" A piece of glass had cut his foot, which was now bleeding heavily. It was as red as the tomato he had so wanted. Shereen somehow struggled back across the stream. He took a dirty old handkerchief and tied it tightly around the wound, to stop the bleeding. As the pain eased, he decided to go straight to the market. He got on his donkey and started to ride back towards town.

As he made his way back to town, Shereen tried to ignore his throbbing foot, but he noticed that it was still bleeding. He met a friend, who called to him to put some soil on the injury, because this would surely stop the bleeding. Shereen agreed and told the donkey to slow down but the donkey ignored him, and kept on walking. As they passed by the village shop his foot was still bleeding. Shereen again tried to make the donkey stop, pulling hard on its reins. "Stop you foolish donkey, stop, I tell you." But, the donkey would not stop. It lowered its head and started to run, to run as fast as the wind. Finally Shereen hit the donkey with a stick, ordering it to stop, but nothing could stop this donkey!

Carrying Shereen with his bleeding foot and basket of tomatoes, the donkey ran through the town streets. It ran past the police station, it ran through the market, the market where Shereen wanted to sell his tomatoes. Finally, the donkey stopped outside a low modern building. It was exhausted and was breathing heavily. Shereen shouted at his stupid donkey. "Why didn't you stop to let me put soil on my wound? Why didn't you stop at the market? Why have you stopped here?" Shereen jumped off the donkey and landed on his injured foot. Again, he screamed in pain and he kicked the donkey in anger. He turned around and saw, to his surprise, that a nurse was coming out of the building to help him. The 'stupid' donkey had taken his master right to the door of a new doctor's clinic.

**Roleplay:** Imagine the conversation between Shereen Agha and a doctor or nurse at the clinic, then act it out in English with a friend.



**Storytelling:** Shereen Agha was lucky to have such a wise donkey to help him. Try telling the story again from the donkey's point of view.

# Glossary

## Unit 1a Getting the job – The interviewer

### Exercise 2

#### Nouns / noun phrases

accountant	اسم ها / عبارات اسمی
civil servant	محاسب
doctor	مامور ملکی
engineer	داکتر
field worker	انجینیر
interpreter	کارمند ساحوی، کارمند منظقی
journalist	ترجمان (شفاهی)
lawyer	خبرنگار، ژورنالیست
office assistant	قانوندان، وکیل مدافع، حقوقدان
NGO	سکرتر دفتر
translator	موسسه غیردولتی
administrative work	ترجمان، برگرداننده
building	کار اداری
charity	تعمیر، ساختمان
company	خیریه، کمک، امداد
documents	شرکت، کمپنی
finances	اسناد
government	مالی، پول، سرمایه ها
machine	حکومت
news stories	ماشین
research	اخبار
spoken language	تحقیق
	زبان گفتار

#### Verbs / verb phrases

to change something	افعال/ عبارات فعلی
to check something	تغیر دادن چیزی
to cure someone	ازمودن چیزی، مقایسه کردن چیزی با اصل یا منبع
to design something	تداوی کردن یک کس
to do something for somebody	دی زاین یا طرح کردن یک چیز
to plan something	کاری را برای کسی اجرا کردن
to prepare something	پلان کردن یک چیز، برنامه یا پلان ساختن برای یک چیز
to report on something	آماده کردن یک چیز، تیار کردن یک چیز
to translate something	درمورد چیزی گزارش دادن
to work for somebody	برگردان یا ترجمه یک چیز
	برای کسی کار کردن

### Exercise 3

#### Nouns / noun phrases

advert	اسم ها / عبارات اسمی
application	اعلان، آگاهینامه، اشتهاار
applicant	درخواستی
candidate	درخواست دهنده
interview	کاندید
interviewee	گفت و شنود، مصاحبه
	مصاحبه شونده

Verbs

to arrange something  
 to interview someone  
 to look at something or someone  
 to offer something to someone  
 to place something in something  
 to select something or someone

افعال  
 چیزی را سازماندهی کردن یا تنظیم کردن  
 با کسی مصاحبه یا گفت و شنود کردن  
 به چیزی و یا کسی نگاه کردن  
 پیشنهاد چیزی را به کسی کردن  
 چیزی را در چیزی دیگری قرار دادن یا گذاشتن  
 چیزی را انتخاب کردن، یا از بین چیزها یکی را خوش کردن

**Exercise 4**Nouns / noun phrases

advice  
 mistake  
 organisation  
 performance  
 preparation

اسم ها / عبارات اسمی  
 مشوره، نصیحت  
 غلطی، اشتباه  
 سازمان، موسسه  
 اجرا، عملکرد  
 آماده گی

Verbs / verb phrases

to improve something  
 to involve something

افعال / عبارات فعلی  
 چیزی را بهبود بخشیدن، شرایط چیزی را بهتر ساختن  
 چیزی را (در یک جریان یا یک عمل، دخیل ساختن

Adjectives / adjectival phrases

calm  
 casual  
 common  
 confident  
 obvious  
 smart

صفات / عبارات وصفی  
 آرام  
 غیر رسمی، لباس غیر رسمی  
 عام، همه گیر  
 مطمئن  
 معلوم دار، یقینی  
 هوشیار، فیشنی

Adverbs / adverbial phrases

clearly  
 exactly  
 honestly  
 positively  
 properly

قیود / عبارات قیدی  
 واضحاً / بطور واضح  
 عیناً بطور دقیق یا مناسب  
 صادقانه، با صداقت  
 مثبت اندیشانه، با اندیشه مثبت  
 بطور مناسب

**Unit 1b Getting the job – The interview****Exercise 2**Verbs / verb phrases

to be busy  
 to deal with customers  
 to prepare a report  
 to provide training  
 to use a computer  
 to use a spreadsheet  
 to work in an office  
 to work with colleagues

افعال / عبارات فعلی  
 مصروف بودن  
 با مشتریها یا خریداران معامله کردن یا رسیده گی به آنها  
 تهیه گزارش یا راپور  
 ارائه آموزش یا تربیه یا زمینه آموزش را فراهم کردن  
 کاربرد کمپیوتر یا از کمپیوتر کار گرفتن  
 کاربرد جدول یا صفحه حسابی کمپیوتر  
 در دفتری کار کردن  
 با همکاران کار کردن

### Exercise 3

#### Nouns / noun phrases

administration  
colleague  
customer  
printing company  
spreadsheet  
word processing software

اسمها / عبارات اسمی

اداره

همکار دفتر

مشتری، خریدار

شرکت یا کمپنی چاپ یا مطبعه

جدول یا صفحه حسابی کمپیوتر

برنامه کاربردی زبانی کمپیوتر، نرم افزار کمپیوتر

#### Adjectives / adjectival phrases

senior

صفات / عبارات وصفی

کلان، بزرگتر، بالاتر، ارشد، سابقه دار

### Exercise 6

#### Nouns / noun phrases

enquiry  
international community  
office manager  
work schedule

اسمها / عبارات اسمی

تحقیق، پرس و پا

جامعه جهانی، جامعه بین المللی

آمر یا مسئول دفتر

تقسیم اوقات کار

#### Adverbs / adverbial phrases

abroad

قید / عبارات قیدی

خارج، خارج از ملک، بیرون از کشور

## Unit 2a Working life – In the office

### Exercise 2

#### Verbs / verb phrases

to introduce someone to someone  
to log on to a computer  
to make a photocopy  
to open a folder  
to print something  
to show someone how to do something  
to turn off a computer

افعال / عبارات فعلی

کسی را به کسی معرفی کردن یا شناساندن

به پروگرام کمپیوتر داخل شدن

کاپی از طریق عکس، فوتوکاپی چیزی را ساختن

باز کردن یک بسته دوسیه ها یا یک بخش در کمپیوتر

چیزی را چاپ یا طبع کردن

کسی را نشان دادن کاری که چگونه آنرا اجرا کند

خاموش کردن کمپیوتر، گل کردن کمپیوتر

### Exercise 3

#### Nouns / noun phrases

admin (administration)  
drive  
email  
generator  
order form  
password

اسم ها / عبارات اسمی

اداره، کار اداری

درايو يا يك بخش در کمپیوتر

ایمیل یا پوست الکترونیکی

جنراتور، تولید کننده برق

فرم درخواست دهی مواد یا کالا

کلمه شیفری

#### Adjectives / adjectival phrases

lazy

صفات / عبارات وصفی

بیکیاره، تنبل، کاهل

### Exercise 5

#### Nouns / noun phrases

boss  
report

اسم ها / عبارات اسمی

آمر

گزارش، راپور



Verbs / verb phrases

to arrange a meeting  
to collect something  
to deliver something

افعال / عبارات فعلی  
ملاقات یا نشستی را سازماندهی کردن یا تنظیم کردن  
چیزی (چون مالیه، پوسته و غیره) را جمع کردن  
چیزی را سپردن یا اجرا یا عملی کردن، رساندن

**Exercise 6**

Verbs / verb phrases

to answer the phone  
to file a document  
to organise the delivery  
to pass on a message  
to take a break  
to take a message  
to work late

افعال / عبارات فعلی  
تیلیفون را جواب گفتن  
سندی را در دوسیه گذاشتن  
چیزی را بمنزل مقصودش بردن یا زمینه رساندن چیزی را برابر کردن  
پیغامی را رساندن یا تفویض کردن  
پیغام (پیام) گرفتن  
تا تاوقت کار کردن

**Exercise 7**

Nouns / noun phrases

entitlement  
recruitment

اسم ها / عبارات اسمی  
استحقاق  
استخدام، به کارگماشتن

Verbs / verb phrases

to deal with

افعال / عبارات فعلی  
با کسی برخورد یا کار کردن یا غمگساری کردن

**Unit 2b Working life – The meeting**

**Exercise 1**

Nouns / noun phrases

database  
document  
file  
folder  
spreadsheet

اسمها / عبارات اسمی  
ذخیره گاه معلومات کمپیوتر  
سند  
دوسیه  
بسته دوسیه ها در کمپیوتر  
جدول یا بخش حسابی کمپیوتر

**Exercise 2**

Verbs / verb phrases

to ask someone to do something  
to be available all the time  
to give someone an overview  
to matter  
to suggest an idea to someone

افعال / عبارات فعلی  
از کسی خواستن که کاری را اجرا کند  
در همه اوقات میسر یا دستیاب بودن  
به کسی نظر عمومی دادن  
ارزش داشتن، ارزش دادن، اهمیت دادن یا داشتن  
مفکوره ای را به کسی پیشنهاد کردن

**Exercise 3**

Nouns / noun phrases

answering machine  
interruption  
refugee situation

اسمها / عبارات اسمی  
ماشین پیامگیر  
بندش یا اختلال در جریان (کاری یا چیزی)  
وضعیت یا حالت پناه گزین یا مهاجر

Adverbs / adverbial phrases

efficiently

قید / عبارات قیدی  
ظرفیت موثریت را داشتن، موثرانه کار کردن

**Exercise 5**

Adjective / adjectival phrases

democratic

صفت / عبارات وصفی  
دموکراتیک

### Exercise 7

#### Verbs / verb phrases

to do research  
to give feedback to someone  
to look after the accounting  
to manage the building repairs  
to manage the centre  
to service the computers

افعال / عبارات فعلی  
تحقیق یا پرس و پال کردن  
به کسی در مورد کاری یا فعالیتی نظر دادن  
به محاسبه نظر داشتن یا مواظب بودن محاسبه  
بسر رساندن یا (نظارت بر) ویا اداره کردن ترمیمکاری تعمیر یا ساختمان  
مرکز را اداره کردن  
حفظ و مراقبت کردن از کمپیوتر

### Unit 3a Transport and infrastructure – On the road

#### Exercise 1

##### Nouns / noun phrases

category  
international border  
network

اسم ها / عبارات اسمی  
دسته بندی  
سرحد بین المللی  
شبکه

##### Verbs / verb phrases

connect

افعال / عبارات فعلی  
ارتباط دادن یا ارتباط قایم کردن

##### Adjective / adjectival phrases

primary  
principal  
secondary  
tertiary

صفات / عبارات وصفی  
ابتدایی، اولیه  
اصل، عمده، مهم  
دووم، درجه دوم  
سوم، درجه سوم

#### Exercise 2

##### Nouns / noun phrases

asphalt  
construction  
country  
economy  
goods  
infrastructure  
interdependence  
maintenance  
priority  
reconstruction  
restoration  
symbol  
transport  
unity

اسم ها / عبارات اسمی  
اسفالت، قیر  
ساختمان  
کشور  
اقتصاد  
کالا، اموال، امتعه  
ساختمان اساسی یا زیربنایی  
باهم متکی بودن، مربوط هم بودن  
حفظ و مراقبت  
اولویت، تقدم داشتن، رجحان  
بازسازی  
دوباره سازی، به حالت اولی برگرداندن  
نشانه، سمبول  
ترانسپورت  
وحدت، یکتایی

##### Verbs / verb phrases

to encourage something/someone  
to require something

فعل ها / عبارات فعلی  
کسی / چیزی را تشویق کردن  
چیزی را لازم داشتن، لازمی بودن یا ضرورت داشتن

##### Adjectives / adjectival phrases

current  
economic  
effective

صفات / عبارات وصفی  
جاری، کنونی  
اقتصادی  
مؤثر

enormous	بزرگ، عظیم
functioning	کاری بودن، فعال
neglected	از نظر یا توجه افتاده

### Exercise 3

#### Nouns / noun phrases

department	اسمها / عبارات اسمی
ferry	بخش یک اداره یا موسسه، دیپارتمنت
contractor	کشتی، انتقال
delay	قراردادی
medical supplies	تعویق، معطلی
	مواد طبی

#### Verbs / verb phrases

to reduce something	افعال / عبارات فعلی
to improve	چیزی را کم کردن
	چیزی را بهبود بخشیدن، بهتر ساختن

#### Adjectives / adjectival phrases

regional	صفات / عبارات وصفی
	محلی، منطقه‌ای، ساحوی

#### Adverbs / adverbial phrases

locally	قیود / عبارات قیدی
	محلی، مربوط به محل، در محل

## Unit 3b Transport and infrastructure – Up, up and away

### Exercise 1

#### Nouns / noun phrases

company headquarters	اسمها / عبارات اسمی
logo	دفتر مرکزی شرکت (کمپنی)
	نشان، سمبول رسمی (موسسه، یا گروه...)

#### Verbs / verb phrases

to represent something/someone	افعال / عبارات فعلی
	از چیزی / کسی نماینده گی کردن

#### Adjectives / adjectival phrases

established	صفات / عبارات وصفی
designed	ایجاد شده، قایم شده، ثبوت شده، مسلم، به اثبات رسیده
	طرح شده

### Exercise 2

#### Nouns / noun phrases

booking	اسمها / عبارات اسمی
booking office	پیش از پیش چیزی را به نام خود کردن یا از خود کردن، ریزرو کردن
flight	دفتری که از طریق آن میتوان چیزی (چون تیکت) را به نام خود کرد
	پرواز

### Exercise 3

#### Nouns / noun phrases

luggage	اسمها / عبارات اسمی
	بار

### Exercise 4

#### Nouns / noun phrases

flight reservation	اسمها / عبارات اسمی
return ticket	ریزور کردن یا پیش خرید تیکت هواپیما
single ticket	تیکت برگشت
visa form	تیکت یک طرفه
	فورمه ویزه

## 1a Getting the job - The interviewer

Ideas and experience

1. In Afghanistan there are many jobs that require the use of English. Which can you think of? Write some ideas below.
- در افغانستان برای پیشبرد عده ای از وظایف کاربرد انگلیسی از ضروریات است. شما چنین وظایف را بر شمرده می‌توانید؟ آنها را در خالیگاه آتی بنویسید.

Vocabulary

2. Here are some job definitions. What do you think the jobs are? Use the vocabulary glossary at the back of the book to help you. Write the job title in the gap in the correct sentence. Which of these jobs do you think requires the most use of English? Which requires the least?
- به تشریحات وظایف آتی توجه کنید. چه فکر میکنید که این وظایف چه اند؟ برای کمک به بخش لغات در اخیر کتاب مراجعه کنید. نام های { اسمای } وظایف را در خالیگاه های آغازین جملات مناسب آنها بنویسید. بنظر شما در پیشبرد کدام وظایف ضرورت کاربرد انگلیسی بیشتر است؟ کدام وظایف به انگلیسی کمتر ضرورت دارد؟

- a. An \_\_\_\_ designs and plans new buildings and machines.  
b. A \_\_\_\_ cures sick people.  
c. A \_\_\_\_ prepares legal documents and contracts.  
d. An \_\_\_\_ does administrative work in a company.  
e. An \_\_\_\_ checks a company's finances.  
f. A \_\_\_\_ changes the language of documents.  
g. An \_\_\_\_ translates spoken language.  
h. A \_\_\_\_ works for the government.  
i. A \_\_\_\_ reports on news stories.  
j. An \_\_\_\_ does practical research for a charity.

Vocabulary

3. You are going to meet Khalid. He works for a company and is responsible for the recruitment of new staff. He interviews the candidates for the jobs. Look at the list of his duties. Can you put them in a logical order? Remember, you can check all the vocabulary in the glossary.
- باخالد آشنا خواهید شد. او در یک کمپنی (موسسه) کار میکند و مسئول امور استخدام کارمندان نو است. او با کسانی که کاندید وظایف میشوند مصاحبه کاری میکند. به شمار وظایفش توجه کنید. آیا می‌توانید آنها را ترتیب منطقی دهید؟ به یاد داشته باشید که می‌توانید از بخش لغات در اخیر کتاب استفاده کنید.

- a. First of all, I place a job advert in a newspaper. place a job advert in a newspaper  
b. Following that, I \_\_\_\_\_. arrange the interviews with them  
c. and I \_\_\_\_\_. select the best candidate  
d. Then, I \_\_\_\_\_. look at the applications on paper  
e. and I, of course, \_\_\_\_\_. interview the applicants  
f. Having done that, I \_\_\_\_\_. offer the position to that person  
g. And, finally, I \_\_\_\_\_. make a shortlist of potential interviewees

Listening / Reading

4. Read / Listen to Khalid talking to a radio interviewer called Sarah. He is giving advice about job interviews. Answer the questions.
- بخوانید / بشنوید که خالد در یک مصاحبه رادیوی با سارا صحبت میکند. او در مورد مصاحبه کاری مشوره میدهد. به سوالهای آتی جواب بدهید.
- a. Does Khalid have a lot of experience in giving interviews?  
b. Does Khalid think you can do things to help before the interview?

## Unit 4a Refugees, IDPs and housing – Returning home

### Exercise 1

#### Nouns / noun phrases

homeless people

refugee

اسم ها / عبارات اسمی  
مردم بی‌سرنیاه  
پناه‌گزین، پناهنده، مهاجر

### Exercise 3

#### Nouns / noun phrases

concerns

conditions

effort

leader

military

origin

press briefing

province

returnees

settlement

situation

tension

violence

اسم ها / عبارات اسمی  
نگرانی، تشویش  
شرایط  
کوشش، سعی  
رهبر، کلان  
ارتش، اردو  
اصل، منبع، یا سرچشمه  
آگاهی مطبوعاتی، یا معلومات دادن به مطبوعات  
ولایت  
عودت‌کننده گان، برگشت‌کننده گان  
جابجا شدن، متوطن شدن، هموار کردن یک جنگ یا معضله  
وضعیت  
وخامت، تشنج  
تشدد

#### Verbs / verb phrases

to reside somewhere

to flee

افعال / عبارات فعلی  
درجایی جابجا شدن، متوطن شدن، مسکن‌گزیدن  
فرار کردن

### Exercise 4

#### Nouns / noun phrases

water supply

اسم ها / عبارات اسمی  
آب‌رسانی، آب‌رساندن، ذخیره‌آب

#### Verbs / verb phrases

to rebuild something

to register with the authorities

to recommend something

افعال / عبارات فعلی  
چیزی را اعمار مجدد کردن، باز ساختن، دوباره سازی  
با مقامات ثبت‌نام کردن  
چیزی را سفارش کردن

#### Adjectives / adjectival phrases

sensible

صفات / عبارات وصفی  
حساس، معقول، با احساس

### Exercise 6

#### Nouns / noun phrases

shortage

اسم ها / عبارات اسمی  
کمبود چیزی

#### Verbs / verb phrases

to repair something

افعال / عبارات فعلی  
چیزی را ترمیم کردن

## Unit 4b Refugees, IDPs and housing – Rebuilding

### Exercise 1

#### Nouns / noun phrases

blanket

brick

charcoal

اسمها / عبارات اسمی  
کمپل  
خشت  
ذغال

door	دروازه
house building materials	مواد ساختمانی یا تعمیراتی
kerosene	تیل خاک
living supplies	مواد اولیه زنده گی
plastic sheeting	پوشش پلاستیکی
possessions	ملکیت، دارایی
roof beam	تیرچت خانه
shovel	بیل
stove	بخاری، دیگدان، داش
tent	خیمه
window	کلکین
window frame	چوکات کلکین

#### Adjectives / adjectival phrases

قیود / عبارات قیدی  
اساسی

essential

#### **Exercise 2**

##### Nouns / noun phrases

cash	اسمها / عبارات اسمی پول نقد
grant	کمک مالی بلاعوض
money	پول، پیسه

##### Verb / verb phrases

to need something	افعال / عبارات فعلی چیزی را ضرورت داشتن
to destroy something	چیزی را ویران کردن
to provide something	به کسی چیزی دادن یا تهیه کردن
to rebuild something	چیزی را بازسازی کردن، دوباره ساختن

#### **Exercise 5**

##### Nouns / noun phrases

bucket	اسمها / عبارات اسمی سطل، دلو
field worker	مامور ساحوی یا منطقوی
furniture	موبیل و فرنیچر، کوچ و چوکی و میزو....
region	ساحه، منطقه
wood	چنگل، چوب

#### **Exercise 6**

##### Nouns / noun phrases

stockroom	اسمها / عبارات اسمی گدام یا ذخیره خانه
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### **Unit 5a Communication and the media – The media**

#### **Exercise 1**

##### Nouns / noun phrases

current affairs	اسمها / عبارات اسمی مسایل جاری، مسایل روز
internet	انترنت
magazine	مجله
newspaper	روزنامه
radio	رادیو
satellite television	تلویزیون های ماهواره یی

#### **Exercise 2**

##### Nouns / noun phrases

اسمها / عبارات اسمی

broadcast journalism  
camera crew  
journalist  
news article  
news conference  
news reader  
news report  
photographer  
press release  
print journalism

ژورنالیزم رادیو و تلویزیونی  
کارمندان کارپرد کامره، عملۀ کامره  
خبرنگار  
مقالۀ خبری  
نشست خبری، کانفرانس خبری  
خبرخوان، گویندۀ خبر  
گزارش خبری، راپور خبری  
عکاس، فلمبردار  
نامۀ خبری یا مطبوعاتی، آگاهینامۀ خبری یا مطبوعاتی  
ژورنالیزم طباعتی یا چاپی

### Exercise 3

#### Nouns / noun phrases

business  
child care facilities  
opportunity  
training course

اسم ها / عبارات اسمی  
تجارت، کاروبار  
تسهیلات مواظبت اطفال  
فرصتها، امکانات  
کورس تربیوی یا آموزشی

#### Verbs / verb phrases

to do something in your own time  
to follow a course  
to last an amount of time  
to provide something

افعال / عبارات فعلی  
کاری را در وقت شخصی اجرا کردن  
تعقیب کردن کورس، خواندن کورس  
مدت زمانی داشت دادن یا دوام کردن  
چیزی را به کسی سپردن، چیزی را به کسی ارائه کردن

#### Adjectives / adjectival phrases

intensive  
potential

صفات / عبارات وصفی  
شدید، بطور شدید، شدیداً، بسیار زیاد چون مواظبت یا بحران  
ظرفیت

### Exercise 4

#### Nouns / noun phrases

people in authority  
stranger

اسمها / عبارات اسمی  
مردمی که دارای مقام یا صلاحیت اند  
بیگانه، نا آشنا

### Exercise 5

#### Nouns / noun phrases

tuition

اسمها / عبارات اسمی  
درس، تعلیم، آموزش

### Exercise 6

#### Nouns / noun phrases

civil servant  
expert  
government ministry  
senior technician

اسمها / عبارات اسمی  
مامورملکی  
متخصص، کارگاه  
وزارت حکومت  
تخنیکر ارشد یا کلان

#### Verbs / verb phrases

to sponsor something

افعال / عبارات فعلی  
مصرف مالی چیزی را عهده دار شدن، پرداخت پول برای اجرای کاری

## Unit 5b Communication and the media – Communication

### Exercise 1

#### Nouns / noun phrases

bad reception

اسمها / عبارات اسمی  
امواج را درست نه شنیدن، کیفیت نازل امواج

communication	مفاهمه، مخابرات، ارتباط
hand set	دستگاه تیلیفون
pre-paid service	کارت های اضافی استفاده از تیلیفون
price tariff	قیمت یا پرداخت تعرفه
ring tone	زنگ تیلیفون
text message	پیام متنی یا مکالمه از طریق فرستادن نوشتار
top-up card	کارت های اضافی
voicemail	بخش پیامگیر صدایی

#### Adjectives / adjectival phrases

essential	صفات / عبارات وصفی
proper	اساسی
	مناسب

#### **Exercise 2**

##### Nouns / noun phrases

battery	اسمها / عبارات اسمی
function	باتری، باتی
pocket	کار کردن، وظیفه
	جیب

#### Adjectives / adjectival phrases

similar	صفات / عبارات وصفی
	همگون، همسان

#### Adverbs / adverbial phrases

personally	قیدود / عبارات قیدی
	شخصا

### **Unit 6a Security, laws and politics – Use your vote**

#### **Exercise 1**

##### Nouns / noun phrases

constitution	اسمها / عبارات اسمی
delegate	قانون اساسی
political system	نماینده
president	سیستم یا ساختار سیاسی
prime minister	رئیس جمهور
vice-president	نخست وزیر، صدراعظم
	معاون رئیس جمهور

##### Verbs / verb phrases

to adopt something	افعال / عبارات فعلی
to attend something	چیزی را (چون قانون، فیصله نامه، تصویب کردن
to base something on something	درچیزی (چون جلسه یا مجمع، شرکت کردن
	چیزی را برچیزی دیگری بنیاد نهادن

#### Adverbs / adverbial phrases

officially	قیدود / عبارات قیدی
	رسمی، بطور رسمی

#### **Exercise 2**

##### Nouns / noun phrases

civil servant	اسمها / عبارات اسمی
election	مامور ملکی
lower house	انتخابات
minister	ولسی جرگه
national assembly	وزیر
upper house	شورای ملی
	سنا یا مشرانو جرگه



vote  
voter

رای  
رای دهنده، کسی که حق رأی دارد

Verbs / verb phrases

to appoint someone  
to elect someone  
to nominate someone

افعال / عبارات فعلی  
کسی را مقرر کردن یا به وظیفه گماشتن  
کسی را انتخاب کردن یا برگزیدن  
کسی را نامزد کردن (به کاری یا مقامی)

**Exercise 3**

Nouns / noun phrases

adoption  
appointment  
approval  
detail  
district council  
election process  
governor  
organisation  
policy  
political system  
strength

اسمها / عبارات اسمی  
پذیرفتن، فیصله کردن، بتصویب رساندن (قطعه نامه ای)  
تقرر، گماشتن  
تصویب، تایید  
جزئیات، معلومات بیشتر  
شورای ولسوالی  
چریان انتخابات  
والی  
موسسه  
روش، پالیسی، برنامه، برنامه عملکرد  
سیستم یا ساختار سیاسی  
نیرومندی، قوت

Verbs / verb phrases

to approve something  
to choose something  
to decide something  
to select something

افعال / عبارات فعلی  
تصویب یا تایید کردن یک چیز (چون قانون)  
چیزی را برگزیدن  
درمورد چیزی تصمیم گرفتن  
چیزی را از یک جمع انتخاب کردن یا برگزیدن

Adjectives / adjectival phrases

electoral  
parliamentary  
political  
presidential candidate

صفات / عبارات وصفی  
انتخاباتی  
پارلمانی، یا چیزی مربوط به شورای ملی  
سیاسی  
کاندید ریاست جمهوری

**Exercise 6**

Nouns / noun phrases

draft constitution  
opinion  
version

اسمها / عبارات اسمی  
نسخه پیش از تصویب قانون اساسی، نسخه پیش نویس قانون اساسی  
نظر، رأی  
نسخه، نوع (نسخه، نظری، روایتی)

Verbs / verb phrases

to create  
to develop

افعال / عبارات فعلی  
ایجاد کردن، به میان آوردن  
انکشاف دادن

**Unit 6b Security, laws and politics – Seeking stability**

**Exercise 1**

Nouns / noun phrases

aid workers  
effective  
faction

اسمها / عبارات اسمی  
کارمندان موسسات کمک کننده، کمک رسانان  
موثر  
گروه

local	محلی
millitia	میلیشه
Mujahideen	مجاهدین
police force	نیروی پولیس
security	امنیت
situation	وضعیت
terrorism	تروریسم، دهشت افگنی
threat of danger	تهدید خطر

## Exercise 2

### Nouns / noun phrases

arming	اسمها / عبارات اسمی مسلح ساختن
army	اردو، ارتش
demilitarisation	غیرنظامی ساختن
destabilisation	نامستقر ساختن، بی ثبات ساختن
disarming	خلع سلاح ساختن، خلع سلاح کردن
militarisation	نظامی ساختن
stabilisation	با ثبات ساختن
stability	ثبات، آرامش

### Verbs / verb phrases

arm	افعال / عبارات فعلی مسلح ساختن
demilitarise	غیرنظامی ساختن
destabilise	بی ثبات ساختن
disarm	خلع سلاح ساختن
militarise	نظامی ساختن یا کردن
stabilise	با ثبات ساختن

## Exercise 3

### Nouns / noun phrases

peace agreement	اسمها / عبارات اسمی موافقتنامه صلح
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### Verbs / verb phrases

to improve	افعال / عبارات فعلی بهبتر ساختن، تقویت ساختن یا خوب ساختن چیزی یا جریانی
to maintain	نگاهد داشتن (چون آتش بس را)

### Adjectives / adjectival phrases

loyal	صفات / عبارات وصفی وفادار
strong	نیرومند

## Exercise 4

### Nouns / noun phrases

general society	اسمها / عبارات اسمی جامعه بطور عموم، همه جامعه
point of view	نقطه نظر

### Verbs / verb phrases

to reintegrate	افعال / عبارات فعلی دوباره دخیل ساختن یا شریک ساختن در چیزی
to resolve a problem	مشکلی را حل کردن

### Adjectives / adjectival phrases

current	صفات / عبارات وصفی جاری، روزمره، کنونی
former	گذشته، سابقه

## Unit 7a Health and safety – Fighting diseases

### Exercise 1

#### Nouns / noun phrases

amputation  
diet  
disease  
hygiene  
malnutrition  
medicine  
midwife  
sanitation  
vaccination  
vitamin

اسمها / عبارات اسمی  
قطع کردن عضو بدن (چون پا یا دست)  
غذای پرهیزانه  
مرض، بیماری  
سوء تغذی  
طب، دوا  
قابل، نرس  
مراعات حفظ الصحة، تدابیر وقایوی صحی  
واکسین کردن، سوزن زدن  
ویتامین

### Exercise 2

#### Nouns / noun phrases

diarrhoea  
diphtheria  
malaria  
polio  
tuberculosis (TB)

اسمها و عبارات اسمی  
اسهال  
دیفتری  
ملاریا  
فلج اطفال یا پولیو  
توبرکلوز یا بیماری سل

### Exercise 3

#### Nouns / noun phrases

child care  
equipment  
medicine  
mobile health clinic  
schedule  
supervisor

اسمها و عبارات اسمی  
مواظبت از طفل  
وسیلہ  
دوا، طب  
کلینیک سیار  
تقسیم اوقات  
آمر، سوپروایزر

#### Verbs / verb phrases

to distribute something  
to hold something  
to organise something  
to run something  
to vaccinate someone against something

افعال / عبارات فعلی  
چیزی را تقسیم کردن  
چیزی را نگهداشتن (در دست)، برقرار داشتن چیزی (چون آتش بس) و برگزار کردن (انتخابات)  
چیزی را به راه انداختن یا تنظیم کردن (چون انتخابات)  
چیزی را اداره کردن، برای انداختن  
کسی را در مقابل چیزی سوزن زدن یا واکسین کردن

### Exercise 5

#### Verbs / verb phrases

to publish something

افعال / عبارات فعلی  
چیزی را چاپ کردن یا به نشر سپردن

### Exercise 7

#### Nouns / noun phrases

consultative meeting  
discussion issue  
drama  
provinces  
topic

اسمها / عبارات اسمی  
جلسه یا نشست مشورتی  
موضوع مورد بحث  
درامه  
ولایات  
عنوان

**Exercise 1**

Nouns / noun phrases

anti-personnel mines  
cluster bombs  
de-mining  
mine awareness  
mine clearance operations  
minefield  
munitions  
pile of stones  
UXO

اسمها / عبارات اسم  
ماینهای ضد انسان یا ضد پرسونل  
بمب های خوشه ای  
ماین زدایی، ماین روبی، ماین پاک  
آگاهی از ماین  
عملیات ماین زدایی یا ماین پاک یا ماین روبی  
زمین ماین گذاری شده  
مهمات منفجره یا منفجر شونده  
کوت یا خره سنگ  
مهمات منفجرنا شده

Verbs / verb phrases

to be affected by something  
to identify something

افعال / عبارات فعلی  
تحت تاثیر چیزی قرار گرفتن، از چیزی اثرپذیرفتن  
چیزی را تشخیص کردن یا شناختن یا شناسایی کردن

Adjectives / adjectival phrases

marked

صفات / عبارات وصفی  
نشانی شده

**Exercise 2**

Nouns / noun phrases

awareness  
clearance  
detection  
explosion  
removal  
unaware

اسمها / عبارات اسمی  
آگاهی  
پاک کاری  
پیدا کردن، تشخیص کردن چیزی  
انفجار  
از بین بردن، از جایی دور کردن، زدودن  
ناآگاه، بیخبر

Verbs / verb phrases

to be aware of something  
to be unaware of something  
to clear something  
to detect something  
to explode  
to remove something

افعال / عبارات فعلی  
آگاه بودن از چیزی  
آزچیزی نا آگاه بودن  
چیزی را پاک کردن، زدودن یا روبیدن  
چیزی را یافتن، تشخیص کردن، پیدا کردن  
منفجر ساختن  
از بین بردن، ازجایی دور کردن، زدودن

Adjectives / adjectival phrases

cleared  
detectable  
exploded  
removable  
uncleared  
undetectable  
unexploded  
unremovable

صفات / عبارات وصفی  
پاک شده  
قابل دریافتن، پیدا کردن  
منفجر شده  
قابل زدودن، قابل دور کردن، قابل روبیدن  
پاک نشده (مثلا از ماین)  
چیزیکه قابل دریافت یا تشخیص نباشد  
چیزی منفجر نشده  
چیزی که قابل زدودن یا دور کردن و روبیدن نباشد

**Exercise 3**

Nouns / noun phrases

leaflet  
poster

اسمها / عبارات اسمی  
ورق تبلیغاتی  
پوستر، یا اوراق کلان تبلیغاتی و اشتهاری

- risk
- suggestion

خطر  
پیشنهاد، وانمود کردن

## Unit 8a Education and training – Studying

### Exercise 1

#### Nouns / noun phrases

certificate  
education  
qualification

اسمها / عبارات اسمی  
تصدیقنامه، شهادتنامه  
آموزش، تعلیم  
بدست آوردن مهارت در چیزی، مهارت یا شهادتنامه چیزی را گرفتن

### Exercise 2

#### Nouns / noun phrases

arts subject  
post-graduate qualification  
school certificate  
school subject  
science subject  
university degree  
university fees  
university scholarship

اسمها / عبارات اسمی  
مضمون هنرها  
شهادتنامه بعد از دوره لیسانس (چون دوکتورا)  
شهادتنامه یا تصدیقنامه مکتب  
مضمون مکتب  
مضمون ساینس یا علوم طبیعی  
شهادتنامه پوهنتون یا دانشگاه  
فیس یا اجوره دانشگاه یا پوهنتون  
سکالرشپ یا بورس پوهنتون

#### Verbs / verb phrases

to graduate in a subject  
to graduate from an institution

افعال / عبارات فعلی  
در یک مضمون فارغ التحصیل شدن  
از یک موسسه یا انستیتوت فارغ شدن

### Exercise 3

#### Nouns / noun phrases

employment  
financial support  
representative  
selection criteria

اسمها / عبارات اسمی  
مأموریت، کار  
پشتیبانی مالی  
نماینده  
معیارهایی برگزیدن یا انتخاب کردن

#### Verbs / verb phrases

to lead to something

افعال / عبارات فعلی  
به چیزی انجامیدن، به چیزی رهبری کردن

## Unit 8b Education and training – My life's vocation

### Exercise 1

#### Nouns / noun phrases

bricklaying  
carpet weaving  
construction skill  
electrical repairs  
embroidery  
floor coverings  
IT skills  
literacy  
roofing  
sewing  
tailoring

اسمها / عبارات اسمی  
خشت کاری کردن، خشت را بجای لازم گذاشتن  
قالین بافی  
مهارت ساختمانی  
ترمیمات برقی  
خامک دوزی، سوزن دوزی  
روی خانه را پوشاندن  
مهارتهای تکنالوژی کمپیوتری  
سواد  
پوشش کردن  
دوختن  
خیاطی کردن

textile  
vehicle mechanics

نساجی  
میخانیک موتر، مستری

Verbs / verb phrases

to fix something  
to decorate something  
to sew something

افعال / عبارات فعلی  
چیزی را ترمیم کردن  
چیزی را با چیزی مزین ساختن یا طرح ریختن یا آراستن  
چیزی را دوختن (چون لباس)

**Exercise 2**

Nouns / noun phrases

agriculture  
combination  
expenses  
grant  
nursing  
seamstress  
tool  
trainee  
vocational training centre

اسمها / عبارات اسمی  
زراعت، کشت و کار  
امیختن  
مصارف، خرج  
کمک مالی یا پولی  
مسلک نرس یا قابله گی  
خانمی که از طریق دوخت زنده گی میکند  
وسیله کار  
کسی که آموزش میبیند، شخص تحت تربیه و آموزش  
مرکز تربیوی مسلکی

Verbs / verb phrases

to operate something  
to support someone

افعال / عبارات فعلی  
چیزی را به کار بردن، به کار انداختن  
کسی را پشتیبانی کردن

c. Do you think Khalid gives good or bad advice?

Khalid's office, Kabul

*Sarah:* Could you give us some advice on improving interview performance?

*Khalid:* Certainly. I am quite an expert in this really. First of all, it is important to prepare properly for the interview. You should find out some information about the company or organisation. You should find out exactly what the job involves. Then, you should decide why the job is a good one for you, or indeed, why you are good for the job.

*Sarah:* OK. Is there any other preparation I should do?

*Khalid:* Well, of course you should check that you know where the company building is. Also, you should make sure that you have got some smart clothes to wear. You shouldn't go to an interview in your casual clothes, at least not if I am an interviewer!

*Sarah:* I see. And during the interview? What should the interviewee do?

*Khalid:* It is important that you are calm and confident. You should answer questions clearly and honestly. It is a good idea to answer positively and to look at the interviewer. You shouldn't look at your shoes when you answer a question.

*Sarah:* Yes, that's obvious really.

*Khalid:* It is obvious, but let me tell you that it is a very common mistake.

Function

5. Giving Advice مشوره دادن

Look at these example sentences and notice the language we use when we give advice. Notice that you can use any verb after these phrases.

به این مثالها توجه کنید و ببینید که در اثنای مشوره دهی چگونه زبان به کار برده میشود. به یاد داشته باشید که به تعقیب این گونه عبارات هر گونه فعل را به کار برده میتوانید.

**It is important to** prepare properly. **You should** find out some information.  
**It is a good idea to** answer positively. **You shouldn't** look at your shoes.

Practice

6. Here is some more advice for different situations. There is a mistake in each sentence. Can you find the mistake?

در شرایط گوناگون عده ای از مشوره ها را میتوان بطور آتی برشمرد. در هر جمله غلطی وجود دارد. آیا میتوانید آنها را در بیابید؟

- a. It is important leave early. c. You should to talk about your problems.  
b. It is a good idea save money. d. You shouldn't to arrive late for work.

Practice

7. What advice can you give someone in the following situations?

در شرایط آتی به یک نیازمند مشوره چگونه مشوره خواهید داد؟

- a. A foreigner is visiting your city or town. Give her some advice. Think about travel, accommodation, food, personal safety, sightseeing, local and national customs.  
b. An Afghan friend of yours, who lives in the country, wants to come to live in the city and find a job with the UN or an NGO. Give him some advice.

Afghan voices

8. Listen to these people talking about why learning English is important in today's Afghanistan. What reasons do they give?

به این اشخاص گوش دهید که در مورد اهمیت یادگیری زبان انگلیسی در افغانستان کنونی صحبت میکنند. آنها چه دلایلی را برای این کار ذکر میکنند؟

# Afghan Voices – transcripts of real conversations

## Unit 1a, Exercise 8 Vox Pops

My name is Khaled. I work at the Internet Café and my job is in the internet where we have the customers using the internet.

I am Helena Bohor. I have worked for many NGOs, UN offices and definitely I used lots of English. My name is Jamshid and I am from Afghanistan. I used to be a sales executive. I used English a lot because we had a lot of foreign customers. Besides speaking we had to translate details which were provided in Dari and Pashto into English or from English into Dari to Pashto.

## Unit 1b, Exercise 7 Farida on Recruitment Procedure

(Knock on door)

Farida: Come in please.

Shireen: Good morning.

Farida: Good morning, Shireen, how are you today?

Shireen: Nice to see you, fine, thank you.

Farida: Yes, dear?

Shireen: I need some information about recruitment.

Farida: Recruitment of national staff?

Shireen: Yes, of course.

Farida: Do you want to know about the procedure?

Shireen: It will be kind of you if you give me information about...

Farida: Well, if you want to recruit someone in your section as a national staff, you need to give us the job description so I may prepare a vacancy announcement for that positions. We'll collect applications from people who are interested for that job. We'll give them time for interview, we'll interview them. Whoever will be selected for the post, we'll open them a personal file, with all their documents whatever they have, like ID cards, their CVs, resumes or certificates, whatever they have. Then we can issue a contract for him or her to come and join us.

## Unit 2a, Exercise 7 Farida describing a typical day

Well of course the typical days we have here, like, especially myself I have to deal with all my colleagues, especially the international colleagues who need information about their personal related things, or about their leaves, about their entitlements and about the recruitment of the national staff, so I have to deal with them and of course I do need to speak with them in English because they don't understand my own language. So far English is very important for me in this section, in this part of my job.

## Unit 2b, Exercise 7 Helena on her work in the English Resource Centre in Kabul

In ERC, I am working as a coordinator. What I do is looking after accounting, managing the whole ERC, especially when my boss is not here. I have to give him feedback what's going on, what's going to happen. So I have got to look after all these issues and also to manage with other ministries, for example with the Ministry of Higher Education, I have to have lots of meetings with them, to tell the new situation, since they are very interested in our Centre because more students are coming here for research, for computer work and for conferences and workshops so I am just like coordinating this Centre.

## Unit 3a, Exercise 7 Shafiqullah on travelling in Afghanistan for his job

In some provinces which are nearby, which are located near Kabul, we travel by car, by the office car or by local taxi or local buses. For distant provinces like Herat or Kandahar, we travel by air. The UN has provided this facility to all of NGOs, to all of UN agencies who are working for the reconstruction of Afghanistan. Our project is also registered with the UNHAS so we travel by UNHAS planes in different provinces. From the beginning when it became my responsibility to work and gain something for my family, I enjoyed this work, I enjoyed travelling to different provinces of Afghanistan. It is really wonderful.



### Unit 3b, Exercise 5 Conversation in an airline booking office

Martin: Salaam alekum.  
Jalil: Ah, Walekum Salaam. Yes, may I help you please?  
Martin: Yes, I would like to book a flight to Faizabad.  
Jalil: OK, and which day you are going to fly to Faizabad?  
Martin: Well, what are the exact days of your flights?  
Jalil: We fly to Faizabad Mondays, Tuesdays, Wednesdays, Thursdays and Sundays.  
Martin: Would tomorrow be possible? Do you have seats tomorrow?  
Jalil: No, I'm sorry, we have no vacancy for tomorrow's flight but we can book you for the next flight which is the day after tomorrow.  
Martin: Oh but it really, it's really important that I fly tomorrow so do you have a waiting list, maybe?  
Jalil: Yeh, we can accept your booking on stand-by basis that if someone does not show up at the airport, so you will have the priority to go.  
Martin: OK. Right, so what do you need of me? What kind of...  
Jalil: You need to fill out the travel request form, this one.  
Martin: OK.  
Jalil: And then sign it by your organisation administration or stamp it, and then bring it for payment, so that's it.  
Martin: OK. It's ten o'clock now. When do you need it for me to be able to travel if possible tomorrow?  
Jalil: Yeah, I think, it's, you know, it's very late but you have to complete it as early as possible so complete it before two o'clock today because we close the manifest at two and after that, so, I mean, you have to complete it by two o'clock.  
Martin: OK. I'll do my best, thank you.  
Jalil: OK. That's all right. Thank you.

### Unit 4a, Exercise 7 Farida on where she learned English

Well I start learning English while I was in Pakistan. When I finished my high school graduations – I did the graduations in Peshawar and moved back to Islamabad. I started learning English as a second language, an ESOL course which was through Canadian people for Afghan refugees in Islamabad. I started with them from the beginner's section in 1992 and that had seven levels and I successfully finished that in 1994 and in 1995 I got my job.

### Unit 4b, Exercise 6 Habib orders supplies from the company stockroom

(Door opens and shuts)  
Habib: Oh Farshad, how are you doing?  
Farshad: I'm fine, thanks. How about you?  
Habib: Oh, that's OK, I'm right. Farshad, I need some stationery, my dear. I need some tissue paper, some batteries for my mini-disc and two or three, or if you can issue me four of these notepads and some different colours of pens and pencils. Is that possible for you?  
Farshad: It's possible but first you should fill up this request form.  
Habib: So could you please fill it for me. I will tell you the items, could you please put the items there?  
Farshad: Yes, OK.  
Habib: OK, write it down. Ten ball pens, different colours...  
Farshad: (WRITING) OK.  
Habib: Four notepads. (OK) Two boxes of tissue paper, no, no, no, four, four.  
(OK) Five pairs of these battery cells. (OK) OK. I think for the time being it's enough.  
Farshad: OK, you should sign here...  
Habib: OK, I'll sign. Give me that pen... You have to give me that pen, I think.  
(LOTS OF PAPER, PEN AND SIGNING NOISES) OK, see you.  
Farshad: OK, see you, bye bye.

### Unit 5a, Exercise 7 Journalist Mustafa on when he uses English in his job.

When we go to news conferences, we work for radio, we should translate very carefully, yeah? If someone come to Kabul and he talks about situation of Afghanistan, maybe I have many question for him but I can't ask him because I don't know what he said. If I know English, if I know what he said, then I can ask. The news conference is one thing and we interview the people - we go to their offices and you know, many heads of NGOs in offices here in Kabul, they are from foreign countries, so it is necessary sometimes. And also, guests come from foreign countries to our office. When we come to office we open Internet, we go to many sites about Afghanistan, about the things which we want to make reports about them. And maybe nowadays the world is here, yes, the whole

of the world is in Afghanistan and the language which is necessary, just there is one language, English yeah?

#### **Unit 5b, Exercise 5 Jamshid on his previous job**

I used to be a sales executive at the customer service office of AWCC, which stands for Afghan Wireless Communication Company. I used English there a lot because we had a lot of foreigner customers and we had to translate their speeches from English to Dari or Dari to English. So we had to speak English there and use English there. Besides speaking, we had to translate details which were provided in Dari and Pashto into English or from English into Dari to Pashto. In customer service work we used to work there during the day for helping customers who came there. So we were providing them information about the company and what facilities we are going to provide them. We used to work these kinds of tasks.

#### **Unit 6a, Exercise 7 Maneezha and an English colleague preparing a radio programme**

Maneezha: I said about the women's rights and other issues which is related to the social life of the women are discussing in the Loya Jirga...

Colleague: Ah, you wouldn't say 'are discussing' – is being discussed...

Maneezha: Is being discussed, all right. OK. (Speaks in Dari) The ideas of elected women, Jamila Mujahid and Soraya Palika from Kabul City, and Sharifa Safi from Kunar Province, about women's suggestions. So, here I would like to add 'I asked them about women's suggestions.'

Colleague: OK, fine, good now.

Maneezha: OK, the second part of the programme is about the Vox Pops. Before that I said something about (Speaks in Dari) Afghan people, or Afghans have been waiting for long, long time and right now Loya Jirga is in progress (Speaks in Dari). People, how do people compare the past Loya Jirgas with the present Loya Jirga. Is that clear?

Colleague: Aha, that's very clear, yes.

Maneezha: And after that we put two or three vox pops, it depends on the programme's length.

#### **Unit 6b, Exercise 7 A journalist on the DDR programme**

Well, first of all, I would like to say what is DDR – Disarmament, Demobilisation and Reintegration. You know that in Afghanistan most of the people they have got weapons; there are warlords, there are commanders, they have got their own people which they are armed. Now there's international programme along with Afghan government, they are trying to collect the weapons and at the same time they are trying to demobilise, you know this means to move it from the Army to some other sector, from one place to another place and then at the same time they are trying to reintegrate them back to the society, to the civil life, to the normal life, and to train them in a different area. Some of them has been reintegrated with the national army – those which is they are suitable and able people, so a number of them has been reintegrated to the national army. A number of them has been trained in other sectors, like building work, electricity and other small projects.

#### **Unit 7a, Exercise 7 Shafiqullah on talking to people in the provinces**

On quarterly basis we have to travel to different provinces of Afghanistan to arrange focus groups among the different people and to have their ideas about different issues. We focus on issues and when we travel to provinces we have with us three to four different topics to discuss it with the people what are their idea and to get their idea and put it in the drama. We record that ideas and bring it to the office, and we work on that and make a report for the team of writers. Then a team of donors make a meeting here, we call it a consultative meeting. In our consultative meeting, they discuss the issues that we have brought from the provinces and to make a solution for it. And then they put the issues on the different rules in the New Home New Life drama. After that we broadcast it for the people. And from that drama, New Home, New Life drama, people have learnt lots of thing.

#### **Unit 7b, Exercise 6 A journalist on the landmine situation in Afghanistan**

Afghanistan in the past decade had different phase of fighting between Afghans and between Afghans and foreigners. While the Soviet Union occupied the country, as a defence they used landmines on the strategic areas on the roads, and against them the Afghan fighters, the Mujahideen, used landmines heavily in different areas to avoid them for entering the area where they controlled them. The disaster in Afghanistan is that neither the Soviet Union soldiers, neither the Mujahideen have nothing to show now where they've planted the mines. It is a great problem for Afghans. The consequence is if you travel to Afghanistan, in different parts of this country, you

can see disabled people. Sometime it's very interesting and the same time it is odd to me, if you compare the cost of a mine and the clearing operation – a landmine costs two to four dollars, but while you want to clear an area from one mine, it costs you from eight hundred to one thousand dollars and sometime it will be priceless because it might be you lost a life of a mine clearing person. Really the progress of clearing of mines is not very in progress in Afghanistan, especially while the American bombed Taliban and al-Qaeda, they used some kind of cluster rocket which planted more landmines in different areas. They add to the problem in Afghanistan. It is really, really a long process, especially while there is lack of funding for some projects and there is also a lot of money going to the administration works rather than the real clearing of mines from the fields.

#### **Unit 8a, Exercise 6 Mobile Libraries**

My name is Mohammed Rafi Farouk. I am working as area manager the ARIC Box Library Extension which is mobile libraries. This mobile library was established in 1996 and initially this library started with 200 books in different titles. The goal is to enhance and encourage people to read and enjoy reading, and the objective is to provide rural population school students in all community, education supplementary material and information or other relevant information to rural populations. It's a mini library – it has different subjects: children, history, literature, health, geography, biographies, beekeeping, environment, economy, agriculture, disabled in society, development. So all these requests we are collecting from the field. We are trying to purchase these requested books from bazaar, publishers or other organisations who have published. In case it's not available in all these mentioned places, then we have an editorial board, and then we are contracting authors to write us a book, and the language must be very simple and oral because it is usually going to rural population and it must be very simple and not be a very thick book.

#### **Unit 8b, Exercise 6 Shafiqullah on the importance of learning English**

In the present time, I think most of the Afghans need to learn English because most of the communities who have come to Afghanistan to reconstruct or to help Afghan people to reconstruct their country, are English speakers or, if they are not English speakers, they are people who speak in English because English is an international language and everyone speaks, especially those who are working in NGOs and UN agencies, so if you don't know English, how can we communicate with them? This is the first thing. And secondly, how we can get their ideas, because we cannot bring translators from the other countries. We can bring engineers, we can bring doctors, other professionals from abroad, from other countries, for example from European countries or American countries, but we cannot bring any translator or interpreter from the rest of the world. This is our own language, we know this language, so to tell them our ideas, our point of view, we need to learn English and most of people are trying to learn English nowadays, in Kabul and the rest of country.

# Answers

## Unit 1a

### Exercise 2

- An engineer
- A doctor
- A lawyer
- An office assistant
- An accountant
- A translator
- An interpreter
- A civil servant
- A journalist
- An NGO field worker

### Exercise 3

- place a job advert in a newspaper
- look at the applications on paper
- make a shortlist of potential interviewees
- arrange the interviews with them
- interview the applicants
- select the best candidate
- offer the position to that person

### Exercise 4

- Yes, he does. He is an expert.
- Yes, he does. You can do some research.
- He gives good advice.

### Exercise 6

- It is important **to** leave early.
- It is a good idea **to** save money.
- You should **to** talk about your problems.
- You shouldn't **to** arrive late for work.

### Exercise 8

You can check in the Afghan Voices section.

## Unit 1b

### Exercise 2

- To work in an office.  
در دفتری کار کردن
- To use a spreadsheet.  
کاربرد جدول یا صفحه حسابی کامپیوتر
- To work with colleagues  
با همکاران کار کردن
- To provide training.  
تربیت یا آموزش دادن
- To use a computer.  
به کار بردن کامپیوتر
- To prepare a report.  
تهیه کردن گزارش یا راپور
- To be busy.  
مصرف بودن
- To deal with customers.  
با مشتری ها معامله کردن یا به کار آنها رسیدن

### Exercise 3

- Yes, she does. She has worked in an office of twenty people.
- Yes, she is.

- She can use a word processor, but she can't use a spreadsheet.
- No, she doesn't.
- This is your opinion, you decide.

### Exercise 5

- She **has worked** in many different offices before.
- They **have lived** in Pakistan, Iran and Afghanistan.
- He **has been** to university.
- You **haven't used** a computer before.
- We **have never visited** Pakistan.
- Have you worked** for an NGO before?
- Has she prepared** a report for a senior manager before?
- Has he taken** any English language exams?

### Exercise 7

You can check in the Afghan Voices section.

## Unit 2a

### Exercise 2

- Introduce new colleagues to the other staff.
- Show someone how to do something.
- Print a copy of a document.
- Make a photocopy of a document.
- Open a folder on a computer.
- Log on to a computer.
- Turn off a computer.

### Exercise 3

- False.
- False.
- True.
- False.
- False.

### Exercise 4

- offer
- request
- request
- offer

### Exercise 5

- Could **you show** me how to print a document?
- Would you mind **giving** this report to the boss?
- Shall I **to** write that email for you?
- Would you like me to **collect** the order today?
- Could you **deliver** the books tomorrow?
- Would you mind **to** waiting for a moment?
- Would you like me **to** arrange a meeting?

### Exercise 7

You can check in the Afghan Voices section.

### Acronym Quiz

MLSA – Ministry of Labour and Social Affairs

## Unit 2b

### Exercise 2

- a. To **suggest** an idea to someone.
- b. To **ask** someone to do something.
- c. To **give** someone an overview of the problems.
- d. To **be** available all the time.
- e. To **matter** if we are late.

### Exercise 3

- a. He suggests that each staff member does their own photocopying.
- b. To give Makai time to work on a special report.
- c. So that she can be at her desk all the time to answer the phone.
- d. No, she doesn't.

### Exercise 7

She looks after the accounting, she manages the Centre when her boss is absent. She gives feedback to her boss. She has meetings with Ministers and she manages room bookings for seminars.

She does not service the computers, manage building repairs or do research.

## Unit 3a

### Exercise 1

- a. The National Ring Road.
- b. The international roads.
- c. The Kabul – Herat highway.

### Exercise 2

- a. land
- b. goods
- c. infrastructure
- d. enormous
- e. unity
- f. country
- g. reconstruction
- h. maintenance
- i. asphalt

### Exercise 3

- First: Repair the bridge.  
Second: Build village roads.  
Third: Cover the highway in asphalt.

### Exercise 5

- a. If the snow falls early, we won't ~~to~~ finish the repairs this year.
- b. If we **fix** the bridge, the number of deliveries will increase.
- c. If we build the village roads, the villagers will ~~to~~ get the medicine that they need.

### Exercise 7

Shafiqullah travels locally by car, taxi or bus. He travels by plane to the provinces.

### Acronym Quiz

MPW – Ministry of Public Works

## Unit 3b

### Exercise 1

- i. b. 1955
- ii. a. The Shah of Afghanistan

- iii. a. a bird
- iv. b. Kandahar
- v. b. 1968

### Exercise 2

- a. Kabul to Dubai, to fly on Wednesday next week.
- b. No, she doesn't.

### Exercise 4

- a. So, what you want is a return ticket from Kandahar to Mazar-al-Sharif on Saturday, 29<sup>th</sup> of September.
- b. So, what you need is the phone number for the flight reservations department in Kabul.
- c. So, what you should do is go to the embassy, collect a visa form, complete it and return it to the embassy.
- d. So, what you think is we should travel by road to Pakistan, go to Faisalabad airport and fly to New York.

### Exercise 5

- a. To Faizabad "tomorrow".
- b. There is no vacancy, but he can make a stand-by booking.
- c. He has to complete a request form and get it authorised.
- d. By two o'clock.

### Acronym Quiz

UNHAS - United Nations Humanitarian Air Service

## Unit 4a

### Exercise 2

Both IDPs and refugees have left their homes. IDPs have remained in their country. Refugees have gone to another country. IDP stands for 'internally displaced person'.

### Exercise 3

- a. see
- b. information
- c. origin
- d. representatives
- e. military
- f. leaders
- g. situation
- h. settlements
- i. violence
- j. concerns
- k. meetings
- l. work

### Exercise 4

- a. Yes, they do.
- b. For reasons of safety and security.
- c. Because if the schools have teachers, people will be happier to return.

### Exercise 5

Examples 'c' and 'd' refer to future possible or imaginary situations. Notice the use of 'would'.

### Exercise 7

You can check in the Afghan Voices section.

### Acronym Quiz

## Unit 4b

### Exercise 1

<u>Essential living supplies</u>	<u>House building materials</u>
tents	bricks
charcoal	roof beams
blankets	window frames
kerosene	shovels
stoves	windows
plastic sheeting	doors

### Exercise 2

- Yes, he does.
- The plans are not perfect. He needs help with them.

### Exercise 3

<u>Countable</u>	<u>Uncountable</u>
a brick	money
a roof beam	charcoal
a house	water
a stove	kerosene
a door	wood

### Exercise 4

'How much...?' for uncountable nouns.  
'How many...?' for countable nouns.

### Exercise 6

He needs tissue paper, batteries, notepads, pens and pencils. He is supposed to fill in a request form and sign it but Farshad fills in the form for him!

### Acronym Quiz

UNDP – United Nations Development Programme.

## Unit 5a

### Exercise 2

- Broadcast journalism is on the television or the radio.  
Print journalism is in newspapers or magazines.
- A journalist finds the information for a news story.  
A news reader gives the news on the television or radio.
- A press release is written information provided by an organisation for journalists.  
A news conference is when a representative of an organisation gives information to journalists, who may ask questions.
- A photographer works for newspapers and uses a stills camera.  
A camera crew is the team of people who operate a video camera for TV news.
- A news report is a news story on the TV, radio or in the newspaper.  
A news article is a news story in a newspaper which may also analyse a situation.

### Exercise 3

The potential problems concern how women with either children or jobs can follow the intensive courses.

### Exercise 5

- Could you tell me how much the course costs?
- Could you tell me how many students there are in each class?
- Could you explain why you offer English tuition?
- Could you tell us when women can start training at the centre?

### Exercise 7

You can check in the Afghan Voices section.

### Acronym Quiz

MOIC – Ministry Of Information and Culture.

## Unit 5b

### Exercise 2

- The NK2.
- 300.
- The NK2.
- The PX5, because it is small enough to fit in his pocket.

### Exercise 3

- The PX5 is smaller than the NK2. Adjective
- The battery life is much shorter. Adjective
- The PX5 looks more modern than the NK2. Adjective
- The NK2 is much larger. Adjective
- The TALK 200 costs less money per month. Noun
- You get fewer free minutes. Noun

### Exercise 5

- A sales executive.
- AWC – Afghan Wireless Communication Company.
- Translating and interpreting.
- Information about the company and the facilities it provided.

### Acronym Quiz

GSM – Global System for Mobile communications.

## Unit 6a

### Exercise 1

- b. 01.04.04
- a. 502
- b. a president and two vice-presidents

### Exercise 2

- National Assembly is the name for the whole parliament.  
Upper house is one part of the parliament.  
Lower house the other half of the parliament.  
Vote – This is the verb and also the noun.  
Voter – This is the noun for a person who has a vote.  
Election – This is when the voters use their votes.
-

- c. Nominate – This means to suggest someone for a job or position in an organisation. Elect – This means to choose someone for a position by voting for them.  
 Appoint – This means to give someone a position in an organisation.
- d. President – This is the leader of a country.  
 Minister – This is a senior person in the government.  
 Civil servant – This is someone who works for a government department.

### Exercise 3

- a. The people who vote in the election, the Afghan people.  
 b. The president.  
 c. The members of the lower house are elected by the people of Afghanistan.  
 The members of the upper house are not elected; they are appointed by the president and provincial and district councils.  
 d. The lower house.

### Exercise 4

- a. Ministers and the central bank governors are appointed by the president.  
 b. The Wolesi Jirga is elected by the Afghan people.  
 c. The members of the Meshrano Jirga are appointed by provincial and district councils and the president.  
 d. New laws are made by the lower house.  
 e. The laws are approved by the upper house.

### Exercise 5

- a. The news conference **was** given by a junior minister.  
 b. The election will be **held** next month.  
 c. Men and women **are** given equal rights by the constitution.  
 d. The vice presidents are nominated **by** the other presidential candidates.

### Exercise 6

How was the constitution created?

- The draft constitution was developed by a 35 member team over a period of one year.
- Nearly half a million Afghans were asked to give their opinion on the draft version.
- Public meetings were held in villages and peoples' opinions were recorded on paper or on audio tape.
- The Loya Jirga was attended by 502 delegates.
- 50 of the delegates were nominated by the president. The rest were appointed by district councils and regional groups.
- The constitution was approved by these delegates after three weeks of discussion.

### Exercise 7

- a. She says women's rights and other issues 'are discussing' when she should have said 'are being discussed'.  
 b. The issues of women's suggestions.  
 c. How do people compare the past Loya Jirgas with the present one?

### Acronym Quiz

ISAF – International Security Assistance Force

## Unit 6b

### Exercise 2

- a. Verbs – stabilise, destabilise  
 Nouns – stabilisation, destabilisation, stability
- b. Verbs – militarise, demilitarise  
 Nouns – militarisation, demilitarisation, militia
- c. Verbs – arm, disarm  
 Nouns – arming, disarming, army

### Exercise 3

- a. In order to **stabilise** the country, we need to improve security across Afghanistan.  
 b. The local militia must be **disarmed**. They must give their guns to the government.  
 c. In Kabul there should not be any armed groups, the **demilitarisation** of Kabul is part of the Bonn peace agreement.  
 d. We need a national **army** that is strong and loyal in order to maintain security.

### Exercise 4

- a. Yes, he does.  
 b. Yes, they do. They receive clothes and money.  
 c. No, he doesn't.

### Exercise 5

- a. The DDR programme is making progress.  
 b. More and more members of different militia **are being disarmed**.  
 c. They are leaving the militia.  
 d. These former fighters **are being** successfully **reintegrated**.  
 e. The government is working hard to improve the economy.  
 f. I think the army is getting bigger every day.

Sentences 'b' and 'd' use the passive voice.

### Exercise 7

You can check in the Afghan Voices section.

### Acronym Quiz

DDR – Disarmament, Demobilisation and Reintegration.

## Unit 7a

### Exercise 1

<u>Countable</u>	<u>Uncountable</u>
amputation	medicine
vaccination	hygiene
diet	sanitation
vitamins	malnutrition
midwives	
disease	

### Exercise 3

The correct order is

- d. Organise the patients.  
 e. Vaccinate patients.  
 c. Have something to eat.  
 b. Run the mother and child clinic.  
 a. Distribute medicine.

### Exercise 4

**After eating lunch**, we hold the mother and child clinic.

**When we have finished this clinic,** we hand out medicines to...

### Exercise 5

make write read publish

- Once I **have written** the report, I give it to the senior manager.
- Having read** the report, the senior manager gives it back to me with suggested changes.
- After **making** the necessary changes, I publish the report on the internet.
- When I **have published** the report on the internet, I tell the senior manager so that he can check it online.

### Exercise 7

- He is given the discussion issues and topics by the writers.
- He travels to different provinces in Afghanistan.
- He holds meetings with villagers and they discuss the issues and topics.
- He records the villagers' ideas and opinions.
- He returns to Kabul.
- He writes a report for the writers.
- There is a consultative meeting and solutions for the issues are discussed.
- The issues are put in the drama 'New Home, New Life'.
- The drama is broadcast to Afghanistan.
- People learn things from the drama about the important issues.

### Acronym Quiz

WHO – World Health Organisation.

## Unit 7b

### Exercise 1

anti-personnel mines – mines designed to kill people  
 minefield – an area of land with a lot of mines  
 demining – the process of removing mines  
 mine clearance operations – projects to remove mines  
 mine awareness – education and information about mines to help people live safely  
 cluster bombs / munitions – small brightly coloured bombs which are dropped in large numbers  
 UXQ – Unexploded Ordnance – Unexploded bombs.

### Exercise 2

- aware – adjective  
 awareness – noun  
 unaware – adjective  
 aware and unaware
- | Verb    | Noun      |
|---------|-----------|
| clear   | clearance |
| detect  | detection |
| remove  | removal   |
| explode | explosion |

Adjective	Opposite adjective
cleared	uncleared
detectable	undetectable
removable	unremovable

exploded unexploded

- We use dogs to **detect** mines, and then we clear the area.
- Some mines are **unremovable**, so we explode them without moving them.
- Unexploded** bombs are a danger to children, who think they are toys.
- It takes a long time to completely **clear** a mined area, to make it safe.
- Did you hear that noise? It was an **explosion**.
- This is a **cleared** area. It is safe to farm here now. At last.

### Exercise 3

- Andy's suggestions would not target children.
- They are cheap and will get the message to children.

### Exercise 4

- |                                       |             |
|---------------------------------------|-------------|
| a. I think we should ...              | Opinion     |
| b. I think that would be ...          | Opinion     |
| c. Yes, that's a good idea.           | Agreeing    |
| d. I'm afraid I disagree.             | Disagreeing |
| e. I see what you are saying, but ... | Disagreeing |
| f. I completely agree with you.       | Agreeing    |

### Exercise 6

You can check in the Afghan Voices section.

### Acronym Quiz

MDC – Mine Detection and Dog Centre.

## Unit 8a

### Exercise 2

- a school subject – something you study at school  
 a school certificate – the piece of paper you get when you leave school, to show your attendance and examination results there
- a university degree – the qualification you get from university, usually undergraduate  
 a post-graduate qualification – study after a first degree, for example an MA or a PhD
- university fees – the money you have to pay to go to a university  
 a university scholarship – money given to you to pay your university fees
- an arts subject – usually languages, history  
 a science subject – usually chemistry, physics, biology, mathematics
- to graduate in maths – to finish and pass an undergraduate course in mathematics  
 to graduate from a university – to finish studying at university

### Exercise 3

- No. You have to study something that will help you get a job.
- No. You must not have any other means of financial support.
- No. She has not lost her school certificates.

### Exercise 4

- You definitely cannot do something.
- It is not necessary to do something.



### Exercise 6

- a. In 1996.
- b. To encourage people to read and provide rural populations with necessary information.
- c. They ask a writer (an author) to write about the subject.
- d. Children, history, literature, health, geography, biographies, beekeeping, environment, economy, agriculture, disabled in society, development.

### Acronym Quiz

**UNESCO** - United Nations Educational, Scientific and Cultural Organisation

## Unit 8b

### Exercise 1

- a. Construction skills
  - 6. bricklaying, roofing
- b. Carpet weaving
  - 8. making floor coverings
- c. Embroidery
  - 7. decorating textiles and clothes
- d. Tailoring
  - 1. sewing, making clothes
- f. Vehicle mechanics
  - 3. fixing cars and motorbikes
- g. Literacy
  - 4. reading and writing skills
- h. IT skills
  - 5. using word processing and spreadsheet software
- i. Electrical repairs
  - 2. fixing lights and electronic machines

### Exercise 2

- 1: g. train
- 2: b. technical
- 3: j. old
- 4: i. sewing
- 5: d. trade
- 6: c. graduate
- 7: a. living
- 8: e. grant
- 9: h. expenses
- 10: f. tool

### Exercise 3

- a.
  - 1. An embroidery course – Person A.
  - 2. A computing course – Person C.
  - 3. A course in electrical repairs – Person B.
  - 4. A course in vehicle repairs – Person D.
- b. Doing the course means that Person A can work from home and earn money.  
Doing the course will give Person C the opportunity to apply for a job with an NGO or the UN.  
Doing the course will give Person B the chance to get a job as a mechanic.  
Doing the course will allow Person D to set up his own business.

### Exercise 6

You can check in the Afghan Voices section.

### Acronym Quiz

**AWEC** – Afghan Women's Educational Center.

## 1b Getting the job - The interview

Ideas and experiences

1. What normally happens in an interview? What do people talk about? Write some ideas below. Have you had an interview before? What job was it for? How did you feel before, during and after the interview?

دریک مصاحبه عادی کاری چه واقع میشود؟ مردم در آن درباره چه صحبت میکنند؟ بعضی از مفکوره های خود را در خالیگاه آتی بنویسید. شما قبلا در کدام مصاحبه کاری شرکت کرده اید؟ آن مصاحبه کاری برای چه کاری بود؟ پیش از مصاحبه، در جریان و بعد از آن چه احساس داشتید؟

Vocabulary

2. All of these words and phrases are connected with working in an office. Can you translate them? Check your ideas in the glossary.

این کلمات و عبارات همه با کار دفتری ارتباط دارند. آیا آنها را ترجمه کرده میتوانید؟  
مفکوره های خود را با بخش لغات در اخیر کتاب مقایسه کنید.

- |                            |                           |
|----------------------------|---------------------------|
| a. To work in an office    | b. To use a spreadsheet   |
| c. To work with colleagues | d. To provide training    |
| e. To use a computer       | f. To prepare a report    |
| g. To be busy              | h. To deal with customers |

Listening / Reading

3. Khalid is interviewing Makai for a job as an office assistant. Read / Listen to part of the interview and answer these questions.

خالد با مکی که میخواهد به حیث سکرتر مقرر شود، مصاحبه کاری انجام میدهد. به بخشی از مصاحبه آنها گوش دهید/ بخوانید و به این پرسشها جواب دهید.

- Does Makai have experience working in a large office?
- Is she happy in a large office?
- What computer skills does she have?
- Does she usually work with senior managers?
- Do you think Makai seems nervous or confident?

### Khalid's office, Kabul

**Khalid:** Have you worked in a large office before?

**Makai:** Yes, I have. I have worked in several offices. The largest one was with a printing company. There were 20 people working in that one.

**Khalid:** That's quite large. When did you work there? Did you enjoy it?

**Makai:** Oh yes, very much. I worked there last year. I liked working with so many colleagues and it was always busy.

**Khalid:** I see. From your application I see that you can use a computer. Have you used word processing software before?

**Makai:** Yes, I have. I used several programs when I was working for the printing company.

**Khalid:** What about spreadsheets? Have you used a spreadsheet before?

**Makai:** A spreadsheet? Erm, no, I haven't. But, I learn programs very quickly.

**Khalid:** Well, we can provide some training. I'd like to ask about your work in offices. Have you prepared reports for senior managers before?

**Makai:** No, I haven't. My work has usually involved administration or dealing with customers.

Function

4. Talking about your experience در مورد تجارب خود صحبت کردن

Look at the example sentences. We use this language when we talk about our experiences in the past, but we are not concerned with exactly when we had the experience. This language indicates that something happened before now.

## Notes



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12560



# ENGLISH FOR TODAY

AN INTERMEDIATE COURSE FOR AFGHANISTAN

## English for Today (انگلیش فار تودی) کتابیست همراه با

نوار (فیته، کسیت) و سلسله برنامه های رادیوی بی بی سی که برای افغانستان بخش میشود. این کتاب به زبانهای دری و پشتو وجود دارد. آموزنده گان میتوانند بدون سلسله برنامه های رادیوی بی بی سی نیز آن استفاده کنند و یا هم متوان از آن در صنف بحیث یک منبع آموزگار کار گرفت.

مواد درسی این کتاب فرآورده دانش و ابتکار آموزگاران (معلمان)، آموزنده گان (متعلمان)، و آنعده از اشخاص مسلکی است که در افغانستان کار میکنند و اهمیت موثریت زبان انگلیسی را در مفاهمه با جوامع دیگر و جهان خارج درک میکنند. اشخاص سهیم در ایجاد آن نظریات شانرا در نشستهای سازماندهی شده در مرکز منابع زبان انگلیسی پوهنتون (دانشگاه) کابل باهم تبادلہ کردند، در مصاحبه ها مشترک نمودند و در بخشهای گوناگون در مباحث و صحنه ها سهیم گردیدند.

هدف این کورس کمک با شماست که توانایی مفاهمه شما را در زبان انگلیسی تقویت کند. این کورس با در نظر داشت شرایط کنونی افغانستان تهیه گردیده است و کاربرد روزمره انگلیسی را در شرایط آنکشور منعکس میکند. برای مفاهمه و کار با آنعده اعضای جامعه جهانی که در افغانستان زنده گی و کار میکنند به انگلیسی نیاز دارید. همچنان انگلیسی بحیث زبانی که دارای کاربرد جهانیست، دارای اهمیت میباشد.

این کورس به بخش کاری زبان تاکید بیشتر دارد. این زبانیت که شما بمنظور افهام و تفهیم هدف ویژه آنرا بکار میبرید. بگونه مثال، بکسی پیشنهاد میکنید و یا نظری ارائه میکنید. این کورس شامل بخشهای شنیدن، خواندن، بخش لغات و تمرینهای بخش کاربرد زبان است. از نگاه موضوعی کورس دارای هشت بخش است که هر بخش دارای دو جز، الف و ب، میباشد. هدایات تمرینها به زبانهای دری و پاشتو ترجمه شده است.

این ابتکار، محصول همکاریهای British Council بریتیش کونسل و بی بی سی در لندن و افغانستان میباشد و هدف آن سود مالی نیست.



به این مثالها توجه کنید. ما زمانی این گونه جملات را به کار میبریم که در مورد تجارب گذشته خود صحبت میکنیم. ولی ما در مورد زمان دقیق وقوع آنها جدی نمیانندیشیم. این گونه جملات نشان دهندۀ آن است که یک عمل در گذشته به وقوع پیوسته است.

**Have you worked in a large office before? Yes, I have. I've worked in several offices.**

**Have you used a spreadsheet before? No, I haven't.**

**Have you prepared reports for senior managers before? No, I haven't.**

Practice

5. Change the verbs into the correct form in these sentences.

شکل درست این افعال را در جملات بکار برید.

- |    |   |           |
|----|---|-----------|
| a. | She _____ in many different offices before.           | (work)    |
| b. | They _____ in Pakistan, Iran and Afghanistan.         | (live)    |
| c. | He _____ to university.                               | (be)      |
| d. | You _____ a computer before.                          | (not use) |
| e. | We _____ never _____ Pakistan.                        | (visit)   |
| f. | _____ you _____ for an NGO before?                    | (work)    |
| g. | _____ she _____ a report for a senior manager before? | (prepare) |
| h. | _____ he _____ any English language exams?            | (take)    |

Practice

6. Here is a job advert. Imagine you are the interviewer. Prepare some questions for the interview which use the language described above.

این آگاهی در مورد کار است. فکر کنید که شما مصاحبه کاری میکنید. با استفاده از مثالهای بالا سوال بسازید.

#### UNHDCF

We are looking for an office manager for our large busy office in Kabul.  
The ideal candidate will be Afghan with fluent English.

Experience of the following required:

- Using word processing and spreadsheet software
- Managing the office accounts
- Working with the international community
- Managing the office staff
- Organising work schedules – daily and weekly
- Dealing with enquiries from abroad

The ideal candidate will have good communication skills, be hard working and able to contribute to the positive office atmosphere.

Afghan voices

7. Farida works in a Human Resources department for the UN. Listen to her explain the recruitment procedure to a colleague. What stages does the process follow?

فریده در بخش منابع انسانی (مامورین) ملل متحد کار میکند. او به همکار خود جریان استخدام را تشریح میکند. بگوئید که جریان استخدام چه مراحل را طی میکند؟

## 2a Working life – In the office

Ideas and  
experience

1. There are many job opportunities in offices. Imagine you are an office assistant in a UN office. What kind of equipment would you expect to find in the office? What kind of office duties do you think you might have?
- در دفاتر امکانات و وظیفوی زیادی وجود دارد. تصور کنید که شما در دفتر ملل متحد بکثرت ایفای وظیفه مینمایید. چه فکر میکنید که چه وظایف دفتری را عهده دار خواهید بود؟

Vocabulary

2. Here are some typical actions that occur in offices.  
Match the verbs with the most suitable noun phrases.
- این کارها از وظایفیست که در دفتر بسر میبرد. بکشید که بین افعال و عبارات مناسب اسمی آنها خط بکشید.

- |              |                                    |
|--------------|------------------------------------|
| a. Introduce | a folder on a computer.            |
| b. Show      | a copy of a document.              |
| c. Print     | a computer.                        |
| d. Make      | to a computer.                     |
| e. Open      | new colleagues to the other staff. |
| f. Log on    | a photocopy of a document.         |
| g. Turn off  | someone how to do something.       |

Listening /  
Reading

3. Read / Listen to these office conversations. Are the sentences true or false?  
بدین گفت و شنودهای دفتری گوش دهید. این جملات درست اند و یا نادرست؟

- a. Makai has worked in the office for several weeks.  
b. The senior manager wants Makai to write an order form.  
c. Makai doesn't know where the order form folder is.  
d. Makai makes several copies of the order form.  
e. Makai is a lazy worker.

### A UN office in Mazar-al-sharif

Senior manager (SM): Morning everyone, I'd like to introduce our new office assistant, Makai.

The international staff: Hi, hello, hello.

Makai: Hello, nice to meet you all.

The international staff: And you!

SM: Ok, so here's your desk, shall I show you how to log on to the computer?

Makai: Yes, please. Is there a special password?

SM: Yes, let me show you.

SM: Makai?

Makai: Yes?

SM: Could you print a copy of the standard order form for me?

Makai: Yes, of course.

Makai: Erm, excuse me, Dominique. Would you mind showing me the folder with the order forms?

Dominique: Of course not. Let's see... open the admin folder on the c drive, then click there... and there... and there it is.

Makai: OK, thank you.

Makai: Excuse me, here's a copy of the order form. Would you like me to make some photocopies for you?

SM: No, thank you. That's OK. I just need a master copy for my file.

SM: Makai, you're still here! I think you should go home now. It's getting late.

### Acronym Quiz

Are you an AE or an AI?

What does MLSA stand for?

- a. Member of Light Security Agency  
b. Ministry of Law and Security Activities  
c. Ministry of Labour and Social Affairs

What do you think?



- Makai: I know. I just wanted to read any new emails.  
 SM: You can't do any more work tonight. Anyway, I have to turn the generator off.  
 Makai: Oh yes, of course. It is time to go then!

Function

4. Offers and requests پیشنهاد و یا خواهش اجرای کار

You make an offer when you say you can do something for someone.  
 You make a request when you ask someone to do something for you.

وقتی به کسی میگویید که کاری را برای آنها انجام داده میتوانید، شما پیشنهاد میکنید.  
 وقتی از کسی میخواهید که کاری را برای شما انجام دهد، تقاضا میکنید.

Look at these sentences. Are they offers or requests?

به این جملات نگاه کنید. آیا آنها پیشنهاد و یا تقاضا اند؟

- Shall I show you how to log on to the computer?
- Could you print a copy of the standard order form for me?
- Would you mind showing me the folder with the order forms?
- Would you like me to make some photocopies for you?

Be careful: 'Would you mind doing something?' means 'Is it a problem for you to do something?'. You must be careful with your answer. If you say 'No', then you are saying that you are happy to do something. If you say 'Yes', then it is a problem for you to do something.

متوجه باشید که معنی جمله 'would you mind doing something?' چنین است که در اجرای آن کار برای شما مشکلی وجود داری یا خیر و بطور عامیانه گفته میشود اخفه نمیشود که اگر این آن کار را بکنید. در جواب به آن احتیاط کنید. اگر بگویید که (نی)، شما میخواهید بگویید که خوش خواهید بود که خدمتی را انجام دهید. و اگر بگویید که (بلی)، درینصورت شما در اجرای آن کار مشکلات دارید.

Practice

5. Each of these sentences has a mistake. Correct the sentence.

هر یک از این جملات دارای غلطی است. آنها را اصلاح کنید؟

- Could show you me how to print a document?
- Would you mind give this report to the boss?
- Shall I to write that email for you?
- Would you like me to collecting the order today?
- Could you delivering the books tomorrow?
- Would you mind to waiting for a moment?
- Would you like me arrange a meeting?

Practice

6. Using these verb phrases, think of some offers and requests

با کاربرد عبارات فعلی آتی. در مورد پیشنهاد و یا تقاضای کاری فکر کنید

answer the phone	pass on a message	take a break
work late today	organise the delivery	tell the driver to wait
file a document	take a message	check this letter is correct

Afghan voices

7. Farida works in a UN office. Listen to her describe a typical day. Which of the following words and phrases do you hear?

فریده در دفتر ملل متحد کار میکند. نامبرده کار روزانه دفتری را تشریح میکند. به او گوش دهید.  
 ازین کلمات و عبارات کدامها را میشنوید؟

deal with	qualities	leads	international colleagues
lifts	entitlements	crew men	national staff



# انگلیسی برای امروز

## کورس متوسط انگلیسی برای افغانستان